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ABSTRACT

This seventh annual compilation presents resumes of ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Department of Education's Office of Vocational and Adult Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, Office of Special Education and Rehabilitative Services, and National Commission for Employment Policy. These agencies form the Coordinating Committee on Research in Vocational Education. Also included in this publication are projects administered by the National Center for Education Statistics and U.S. Department of Labor. The publication is organized in three sections. Section 1 includes descriptions of the Federal agencies and a list of key personnel; section 2 contains the project resumes; and section 3 is composed of six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. congressional district), and contract or grant number. Project resumes are grouped by administering agency. Included in the Office of Vocational and Adult Education's Programs of National Significance are Projects of National Significance, the National Center for Research in Vocational Education, and Curriculum Coordination Centers. Each resume includes bibliographic information, subject terms describing the project, and an abstract focusing on project objectives and procedures. Directions for using the report and a sample resume are provided. (Author/KC)

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THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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PROJECTS IN PROGRESS—FY 1984

A Report for
The Coordinating Committee on Research in Vocational Education

Compiled by
The National Center Clearinghouse

Developed by
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090

Sponsored by
The Office of Vocational and Adult Education
U.S. Department of Education
Under the Authority of the Programs of National Significance
of the Vocational Education Act

1985

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Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
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FOREWORD

Educators must be aware of ongoing vocational education research and development projects in order to keep abreast of new exemplary practices and products, to facilitate incorporation of innovations into programs, and to reduce duplication of effort. The National Center for Research in Vocational Education, through the National Center Clearinghouse, is pleased to assist in disseminating pertinent research and development information by compiling this record of federally administered projects in career education, vocational education, and education and work. The publication provides researchers, program planners, curriculum developers, evaluators, teacher educators, counselors, teachers, and administrators with an easy-to-use compendium of projects in progress.

We wish to thank staff members of the participating Federal agencies for project information. Pariece Wilkins, Office of Vocational and Adult Education (ED), coordinated the acquisition activities as liaison officer for the Coordinating Committee on Research in Vocational Education.

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Laurian Miguel, Program Assistant; Catherine Smith, Typist; and Janet Ray, Word Processor Operator.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

This seventh annual compilation presents resumes of ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Department of Education's Office of Vocational and Adult Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, Office of Special Education and Rehabilitative Services, and National Commission for Employment Policy. These agencies form the Coordinating Committee on Research in Vocational Education. Also included in this publication are projects administered by the National Center for Education Statistics and U.S. Department of Labor. The publication is organized in three sections. Section 1 includes descriptions of the Federal agencies and a list of key personnel; section 2 contains the project resumes; and section 3 comprises six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. congressional district), and contract or grant number. Project resumes are grouped by administering agency. Included in the Office of Vocational and Adult Education's Programs of National Significance are Projects of National Significance, the National Center for Research in Vocational Education, and Curriculum Coordination Centers. Each resume includes bibliographic information, subject terms describing the project, and an abstract focusing on project objectives and procedures. Directions for using the report and a sample resume are provided. Reports for fiscal years 1978 through 1983 are available in ERIC as ED 174 781, ED 189 362, ED 208 244, ED 223 888, ED 228 468, and ED 247 411.

INTRODUCTION

Purpose

This seventh annual compilation provides information on current Federal projects administered by the Coordinating Committee on Research in Vocational Education in the areas of career education, vocational education, and education and work. The Coordinating Committee comprises five U.S. Department of Education agencies: Office of Vocational and Adult Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, Office of Special Education and Rehabilitative Services, and National Commission for Employment Policy. Also included in the publication are selected projects administered by the U.S. Department of Labor.

Procedures

Each of the above agencies (except the National Commission for Employment Policy, which does not fund projects) submitted information about projects to be included in the publication according to timeliness and content criteria established by the Coordinating Committee. Projects reported were in progress as of February 15, 1985, including those awarded fiscal year 1984 funds and ongoing projects funded in previous fiscal years; focus was on career education, vocational education, or education and work.

Guidelines for abstracting descriptions of projects were adopted from the ERIC Processing Manual, and subject terms were selected from the Thesaurus of ERIC Descriptors.

Production services for the publication were provided by Base-line Systems Corp., 123 East Main Street, Moorestown, NJ 08057, in conjunction with Bibliographic Retrieval Services Inc., 1200 Route 7, Latham, NY 12110.

Using This Report

The publication is organized in three sections. Section 1 presents descriptions of the Federal agencies, names of key personnel, and a list of project officers and their telephone numbers. Section 2 contains project resumes. Section 3 includes six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. congressional district), and contract or grant number.

Project resumes in section 2 are grouped by administering agency. The identification number assigned to each project is a permanent number; therefore, a continuing project appearing in subsequent publications will have the same number. The Office of Vocational and Adult Education's Programs of National Significance include Projects of National Significance, National Center for

Research in Vocational Education, Curriculum Coordination Centers, and the Program for Indian Tribes and Indian Organizations. Table 1 shows the number of project resumes within each agency and subgroup.

PROJECTS WITHIN EACH AGENCY

TABLE 1

Agency	Number of Project Resumes
Office of Vocational and Adult Education	
Programs of National Significance	
Projects of National Significance	11
National Center for Research in Vocational Education	23
Curriculum Coordination Centers	6
Program for Indian Tribes and Indian Organizations	12
Appalachian Region Commission	1
National Institute of Education	4
Fund for the Improvement of Postsecondary Education	9
Office of Special Education and Rehabilitative Services	36
U.S. Department of Labor	2
Total	104

Resumes in this compilation reflect major program areas rather than the exact number of currently funded contract and grant awards. For example, each major task within the contract for the National Center for Research in Vocational Education is described in a separate resume in order to provide more detailed information about the overall scope of work performed under one contract.

Each resume includes bibliographic information and a summary focusing on project objectives and procedures. The sample resume on page xx explains the terms used. For clarification of funding levels, the reader should give attention to the note whenever it appears.

The indexes in section 3 provide six ways of accessing project information: subject, project director, organization, sponsoring agency, geographic location, and contract or grant number. A sample entry and instructions accompany each index.

SECTION 1

COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

The Coordinating Committee on Research in Vocational Education was established within the U.S. Department of Education by the U.S. Congress under the Education Amendments of 1976 (PL 94-482). The Coordinating Committee, which represents the Office of Vocational and Adult Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the Office of Special Education and Rehabilitative Services, and the National Commission for Employment Policy, is charged with developing a plan for each fiscal year to establish national priorities for the use of funds available to these agencies for research, development, exemplary and innovative programs, and curriculum development in vocational education, career education, and education and work. It also coordinates the agencies' efforts to achieve these national priorities, in order to reduce duplication of effort, and develops a management information system for the projects funded pursuant to this plan in order to achieve the best possible monitoring and evaluation of these projects and the widest possible dissemination of their results. Each of the government agencies administering programs in the areas cited is described below in more detail.

Office of Vocational and Adult Education (OVAE)

Within the Office of Vocational and Adult Education, the Division of Innovation and Development administers the vocational education discretionary programs, which are divided into categories under Programs of National Significance. Included are Projects of National Significance, National Center for Research in Vocational Education, Curriculum Coordination Centers, and the Program for Indian Tribes and Indian Organizations.

Projects of National Significance. Designed to deliver information and products to personnel at the state level, the projects reflect congressional, state, professional association, and public concerns regarding the improvement of vocational education and range from one to three years in duration. Contracts may be awarded to public organizations, institutions, and agencies; nonprofit institutions and agencies; and individuals.

National Center for Research in Vocational Education. The purpose of the National Center is to (1) conduct applied research and development activities; (2) provide leadership development activities for state and local leaders in vocational education, (3) disseminate the results of vocational education research and development, (4) maintain a clearinghouse on research and development projects supported by the states and the U.S. Department of Education, (5) generate national planning and policy development information, and (6) provide technical assistance to state, local, and other public agencies in developing methods for evaluation of vocational education programs.

Curriculum Coordination Centers. The National network of six Curriculum Coordination Centers is a major resource for diffusion of curriculum materials and assistance with development and management practices. State and local vocational education agencies are served by state-appointed liaison representatives to the six regional centers. A major function of each center is to provide leadership in curriculum information resources. Other center functions, which may vary according to regional needs, include (1) identifying curriculum needs, (2) coordinating curriculum development activities, (3) field-testing and evaluating, (4) collecting and disseminating information on new materials and those under development, (5) responding to requests for materials and information, (6) providing curriculum inservice training, and (7) providing technical assistance.

Program for Indian Tribes and Indian Organizations. The program affords Indian tribes and organizations opportunities to plan, conduct, and administer their own vocational education programs and to improve the quality and accessibility of vocational education programs for Indians. Grants generally support new vocational programs and supportive services on Indian reservations where training opportunities have been very limited. Priority is given to projects that provide vocational training in skill areas that reflect the local job market and the tribal economic development plan.

Appalachian Region Commission

The Appalachian regional staff administers projects of the Appalachian Region Commission that have been delegated to the Department of Education. The staff provides National leadership on issues and programs in vocational and adult education peculiar to the Appalachian region, including reporting on issues and programs, disseminating information, and providing technical assistance to state agencies. The staff also serves as a National resource on issues concerning construction and facilities in vocational and adult education. Projects are monitored for compliance with the awards, for meeting objectives, for program quality and management of awards, for providing technical assistance, and for identifying exemplary programs and management practices for dissemination purposes. The Appalachian staff monitors the projects through reviews of performance reports, expenditure reports, and other reports; correspondence; telephone calls; personal contacts; and site visits. The staff reports on these projects to related Federal programs and agencies and to vocational and adult education staff.

National Institute of Education (NIE)

The National Institute of Education's authorizing legislation requires NIE to provide leadership in conducting and supporting scientific inquiry into the educational process. NIE develops and disseminates improved education practices and products, currently concentrating on six priority problem areas: basic skills, educational equity, finance and productivity, school capacity for problem solving, education and work, and dissemination. Programs in these areas are managed by three groups: Teaching and Learning, Educational Policy and Organization, and Dissemination and Improvement of Practice. Research related to education and work is supported by all three groups.

NIE's teaching and learning program supports research on literacy, the nature of good teaching, how children and adults learn, how to measure what is learned, and how to improve the substance of what is taught. The program is concerned with education at all levels (preschool through adulthood) in both formal and informal settings. The educational policy and organization program supports research to improve educational policymaking, promote more effective management and

governance of educational institutions, and increase the general understanding of educational finance issues. The program on dissemination and improvement of practice seeks to ensure that the results of educational research and development are made available in usable form to those who need them. To that end, the program supporting research and regional service activities is designed to increase the effective use of research and development results in improving educational practice.

Approximately 80 percent of NIE's funds in the current fiscal year provide continuing support for long-term research and development programs. Remaining funds support new activities.

Colleges, universities, state departments of education, local education agencies, and other public or private nonprofit agencies, organizations, groups, and individuals usually are eligible for grants. Corporations, institutions, and agencies whose net earnings accrue to the benefit of private shareholders or individuals also are eligible to receive awards from NIE but will be awarded a contract rather than a grant.

NIE support is restricted to research and development projects in education, such as basic and applied research, planning surveys, evaluations, investigations, experiments, and developmental activities directly related to educational research. NIE generally does not fund service projects, operational costs, projects that appear to duplicate existing ones, or projects offering standard services or routine analyses.

Fund for the Improvement of Postsecondary Education (FIPSE)

Established by the Education Amendments Act of 1972, FIPSE awards one- to three-year grants to encourage reform, improvement, and innovation in postsecondary institutions or agencies. Seventy percent of all grants are awarded to colleges, universities, and other postsecondary institutions; 30 percent are awarded to associations, state agencies, professional organizations, libraries, museums, labor unions, community organizations, and other agencies which have significant roles in postecondary education and services. In making awards, the agency looks for significant improvements in educational practice. Projects range from appropriate adaptations of existing models in new settings to bold departures from current practice.

Many of the projects receiving awards each year emphasize the relationship between education and work. Recently, other trends have received attention, such as increased adult participation in postsecondary education, the need to integrate liberal arts and career education more effectively, and applications of new educational technology. Although FIPSE may support applied assessment and evaluation efforts having a fairly immediate impact on policy and practice, it does not support basic research.

Office of Special Education and Rehabilitative Services (OSERS)

The two research programs operating within the general headings of special education and rehabilitation research are the Research Projects Branch in Special Education and the National Institute for Handicapped Research. Authorization for these programs was established by part E of PL 91-230 and section 504 of the Rehabilitation Amendments of 1978.

The Research Projects Branch is concerned with established priorities focusing on the general category of educational issues confronting PL 94-142, applied research, nondiscriminatory testing,

transition from school to work, provision of related services, parental involvement, attitudinal problems, and the nonvocal severely handicapped. In addition, the deinstitutionalization of the handicapped and the development of appropriate skills to foster education services delivery in the least restrictive environment will be addressed.

The National Institute for Handicapped Research has the primary objective of paying part of the cost of projects to plan and conduct research, demonstrations, and related activities for developing methods, procedures, and devices to assist in providing vocational and other rehabilitative services to handicapped individuals, especially those with severe handicaps. In addition, the institute will be involved in such programs as development of research and training centers to train and coordinate research in conjunction with higher education institutions, rehabilitation engineering research, joint projects with other Federal agencies, telecommunications systems research, and research rehabilitation of all age groups.

National Commission for Employment Policy (NCEP)

Established under the Comprehensive Employment and Training Act (CETA) of 1973 and reauthorized by the Job Training Partnership Act (JTPA) of 1982, NCEP is responsible generally for examining broad issues of development, coordination, and administration of employment and training programs and for advising the President and the Congress on National employment and training issues. NCEP's fifteen Presidential appointees include a representative of the National Advisory Council on Vocational Education and others broadly representative of industry, labor, commerce, education, veterans, state and local elected officials, community-based organizations, persons served by employment and training programs, and the general public. They have studied employment needs of youth, women, blacks, Hispanics, and older workers in order to make recommendations. The commission also has reviewed and made recommendations on various Federal policies and programs in vocational education, economic development, wage subsidies and tax credits, and employment and training. The commission has investigated the role of the private sector in employment and training and has responded to requests for information from the legislative and executive branches of the government.

In addition to policy reports and its required annual report, the commission publishes special reports which contain information developed by or for the commission such as staff studies, reports by outside researchers, and reports on conference proceedings. Technical reports containing specialized research results are published periodically.

CONTACT PERSONS IN SPONSORING AGENCIES

OFFICE OF VOCATIONAL AND ADULT EDUCATION, U.S. DEPARTMENT OF EDUCATION
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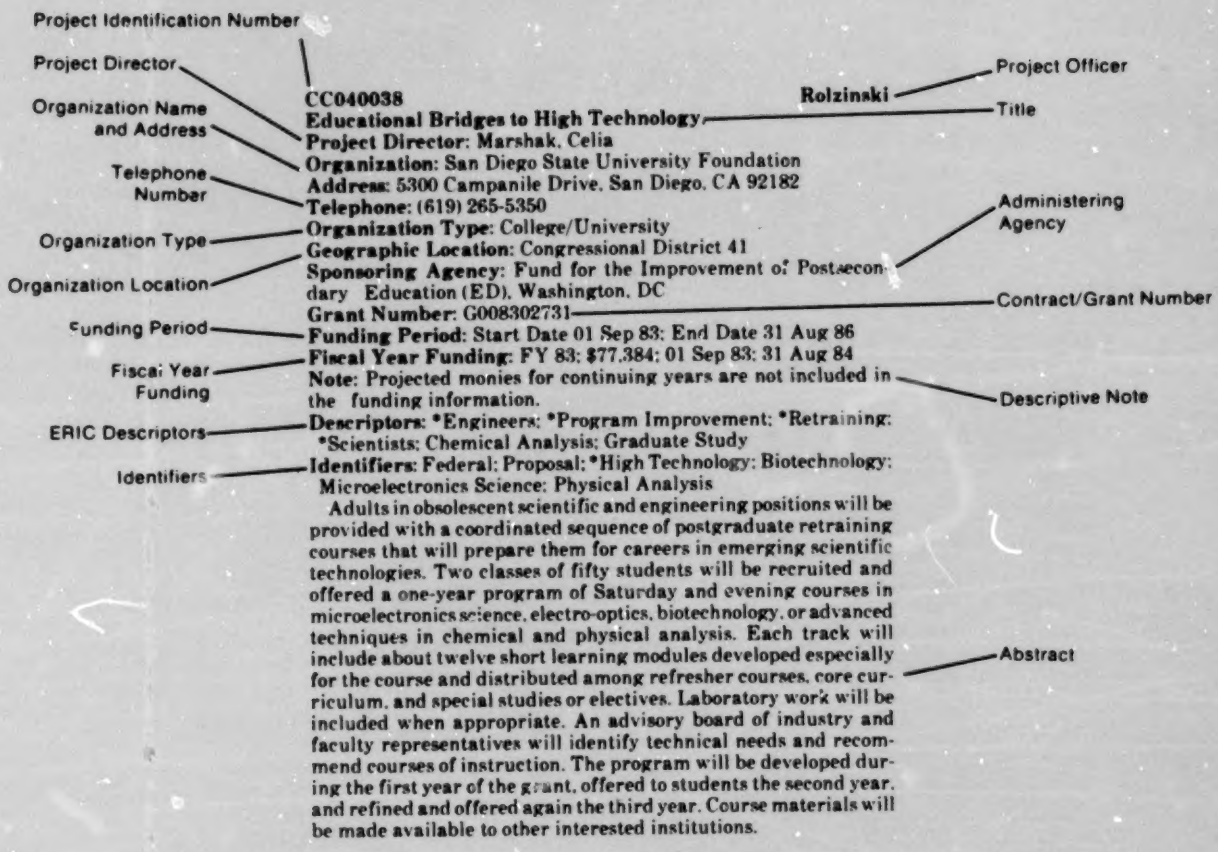
William K. Showler	376-6690

SECTION 2

PROJECT RESUMES

Sample Project Resume


Project Identification Number
Project Director
Organization Name and Address
Telephone Number
Organization Type
Organization Location
Funding Period
Fiscal Year Funding
ERIC Descriptors
Identifiers
Project Officer
Title
Administering Agency
Contract/Grant Number
Descriptive Note
Abstract
CC040038
Rolzinski
Educational Bridges to High Technology
Project Director: Marshak, Celia
Organization: San Diego State University Foundation
Address: 5300 Campanile Drive, San Diego, CA 92182
Telephone: (619) 265-5350
Organization Type: College/University
Geographic Location: Congressional District 41
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: G008302731
Funding Period: Start Date 01 Sep 83; End Date 31 Aug 86
Fiscal Year Funding: FY 83; $77,384; 01 Sep 83; 31 Aug 84
Note: Projected monies for continuing years are not included in the funding information.
Descriptors: *Engineers; *Program Improvement; *Retraining; *Scientists; Chemical Analysis; Graduate Study
Identifiers: Federal; Proposal; *High Technology; Biotechnology; Microelectronics Science; Physical Analysis
Adults in obsolescent scientific and engineering positions will be provided with a coordinated sequence of postgraduate retraining courses that will prepare them for careers in emerging scientific technologies. Two classes of fifty students will be recruited and offered a one-year program of Saturday and evening courses in microelectronics science, electro-optics, biotechnology, or advanced techniques in chemical and physical analysis. Each track will include about twelve short learning modules developed especially for the course and distributed among refresher courses, core curriculum, and special studies or electives. Laboratory work will be included when appropriate. An advisory board of industry and faculty representatives will identify technical needs and recommend courses of instruction. The program will be developed during the first year of the grant, offered to students the second year, and refined and offered again the third year. Course materials will be made available to other interested institutions.

Office of Vocational and Adult Education

Programs of National Significance

Projects of National Significance

CC011047 DiCola

Standards for Excellence in Trade and Industrial Education.

Organization: Vocational Industrial Clubs of America, PO Box 3000, Leesburg, VA 22075

Telephone: (703) 777-7110

Organization Type: None of these

Geographic Location: Congressional District 10

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300830041

Funding Period: Start Date 01 Oct 83; End Date 31 May 85

Fiscal Year Funding: FY83; $158,162; 1 Oct 83 to 30 Sep 84. FY84; $5,001; 1 Oct 84 to 31 May 85

Descriptors: Standards; Trade and Industrial Education

Additional Descriptors: Advisory Committees; Literature Reviews; Postsecondary Education; Preservice Teacher Education; Secondary Education; Teacher Certification; Trade and Industrial Education Teachers; Validity

Identifiers: Federal; Proposal; *Excellence

Standards will be developed for trade and industrial education which are common to all trade and industrial education instructional programs at the secondary and postsecondary levels; for trade and industrial education teacher educator programs; and for certification of shop, lab, classroom, and related instruction teachers of trade and industrial education. A comprehensive review of literature will be conducted. Representatives from industry, education, labor, professional associations, and other pertinent groups will serve as a technical advisory group. Through a modified Delphi study design, experts knowledgeable of trade and industrial education requirements will arrive at a consensus concerning each set of standards. A three-day validation workshop then will be conducted to verify the proposed standards prior to final review by the advisory group and submission to the US Department of Education.

CC011048 Geib

Task Analysis and Descriptions of Required Job Competencies of Robotics Technicians.

Project Director: Hull, Daniel M.

Organization: Center for Occupational Research and Development, 600 C Lake Air Drive, Waco, TX 76710

Telephone: (817) 772-8756

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 11

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0122

Project Number: 051MH30009

Funding Period: Start Date 22 Aug 83; End Date 28 Feb 85

Fiscal Year Funding: FY 83: $147,549. 22 Aug 83 to 28 Feb 85

Note: Monies allocated in FY 1979 will fund the project through February 28, 1985.

Descriptors: Curriculum; Curriculum Development; Models

Additional Descriptors: Competence; Information Dissemination; Job Analysis; Laboratory Equipment; Learning Modules; Summative Evaluation; Task Analysis

Identifiers: Federal; Proposal

A model robotics curriculum and module outlines to support the courses identified in the curriculum will be produced. A statement of the state of the art in robotics also will be developed, as well as task analyses of jobs performed, a detailed list of competencies, and a list of required laboratory equipment. All products will be presented for review and concurrence to a panel of experts, which will meet formally three times. The project will be described through white papers and appropriate public presentations, and project information will be disseminated nationally to educational institutions.

CC011049 Geib

Dissemination of Information about the Fourth Annual Secretary's Awards for Outstanding Vocational Education Programs.

Project Director: Woodhull, Walter J.

Organization: Public Information and Education Services, Inc., 1915 West College Street, Bozeman, MT 59715

Telephone: (406) 587-1877

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 01

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-84-0162

Project Number: 0510C40200

Funding Period: Start Date 15 Aug 84; End Date 31 Oct 84

Fiscal Year Funding: FY84; $16,243; 15 Aug 84 to 31 Oct 84

Descriptors: Diffusion; Information Dissemination; Publicity; Technical Assistance

Additional Descriptors: News Writing

Identifiers: Federal; Proposal

Three days of direct technical assistance will be provided to the ten sites of recipients of the 1984 Secretary's Awards for Outstanding Vocational Education Programs and to their respective state departments of education to facilitate distribution of information about the programs, thereby bringing nationwide publicity to them. Telephone calls will follow. The assistance will cover news release writing, ad slick development, preparation of materials for television and radio use, and use of other publicity methods that may be effective. Additionally, copies of all appropriate promotional materials produced by the local sites and state education agencies will be obtained.

CC011050 Geib

Increasing Private Sector Involvement in Vocational Education through Vocational Instructional Program Advisory Committees.

Project Director: Barnett, Joan Burrows

Organization: International Management and Development Institute, 2600 Virginia Avenue, Suite 905, Washington, DC 20037

Telephone: (202) 337-1022

Organization Type: Research/Development/Curriculum Organization

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-84-0132

Project Number: 0510C40170

Funding Period: Start Date 16 Apr 84; End Date 11 Jan 85

Fiscal Year Funding: FY84; $150,000; 16 Apr 84 to 11 Jan 85

Descriptors: Advisory Committees; Guides; Resource Materials; School Business Relationship

Additional Descriptors: Census Figures; Conferences; Anaylsis Data; Data Collection Entrepreneurship; Military Training; Program

Effectiveness; Secondary Education; Skill Development; Statistical Analysis; Technological Advancement

Identifiers: Federal; Proposal; *Excellence in Education; *Private Sector

Private sector involvement in vocational education advisory councils will be encouraged. The focus of these VIP committees will be on the areas of high technology, entrepreneurship education, and skills training for defense preparedness. A census of existing committees will be taken to determine how many committees exist, at what level they exist, how they operate, whom their membership represents, and how VIP committees differ from other committees. A resource guide will be produced that presents census results, VIP committee practices, descriptions of effective operations, and advice from the Office of Vocational and Adult Education private sector task force. A national conference on VIP advisory committees will be convened to encourage the adoption and functioning of such committees.

CC011051 Karl

Improving Technology, Training, and Opportunities for Blind People in Word Processing.

Project Director: Beard, John

Organization: Telesensory Systems, Inc., 455 North Bernardo Avenue, PO Box 7455, Mountain View, CA 94039-7455

Telephone: (415) 960-0920

Organization Type: Business/Industry/Labor

Geographic Location: Congressional District 12

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-84-0177

Project Number: 0650C40090

Funding Period: Start Date 06 Aug 84; End Date 05 Feb 85

Fiscal Year Funding: FY84; $29,918; 6 Aug 84 to 5 Feb 85

Descriptors: Audiovisual Aids; Audiovisual Instruction; Blindness; Educational Research; Employment Potential; Improvement; Interaction; Semiskilled Workers; Tactile Adaptation; Word Processing

Additional Descriptors: Adult Education; Curriculum Development; Job Training; Learning Modules; Mainstreaming; Marketing

Identifiers: Federal; Proposal

New technologies will be used to modify word processing systems, making blind persons more employable. In phase 1, an engineering strategy will be developed for tactile, audio, and magnified video displays with word processors. Stand-alone word processing systems with these display options also will be developed. Blind typists will be able to create disk files to share for corrections by other typists using a different system. In this technical study of dominant word processing systems, the contractor will study their file format and compatibility requirements, (2) how they communicate internally and externally, and (3) whether they allow external access. The interfacing strategy then will be devised, and multiple output modalities will be planned. A core training program which respects the needs of each user also will be planned. Training staff will be involved in task analysis with blind people, training sites, and employers throughout phase 1. In phase 2, hardware and software will be developed to fill technological gaps. A training curriculum also will be developed to transport expertise to trainers nationwide via intensive courses and to develop intensive modular courses that some students can use to mainstream into word processor training courses. Marketing of equipment and training will occur in phase 3.

CC011052 Karl

A Cooperative Effort between the American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees (ACCT).

Project Director: McKenney, James

Organization: American Association of Community and Junior Colleges (AACJC), 1 Dupont Circle, NW, Suite 410, Washington, DC 20036

Telephone: (202) 293-7050

Organization Type: Professional Association

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: PO 403J47400863

Funding Period: Start Date 01 Sep 84; End Date 31 Mar 85

Fiscal Year Funding: FY84; $9,900; 1 Sep 84 to 31 Mar 85

Descriptors: Cataloging; Employment Programs; Institutional Cooperation; Job Training; Labor Needs; Pilot Projects; School Business Relationship

Additional Descriptors: Community Colleges; Databases; Employers; Postsecondary Education; Program Development; Vocational Schools

Identifiers: Federal; Proposal

Fifty schools will be inventoried in order to catalog their programs that have been set up specifically to meet the manpower needs of certain employers. The information gathered will form the basis for a data bank of employer-specific programs. As the data bank is expanded, it will become a valuable resource to other colleges wishing to conduct similar programs and to employers wishing to enter into cooperative agreements with the community or technical colleges in their geographic areas.

CC011053 Holmberg

Increasing Collaboration between Vocational Education and the Defense Establishment.

Project Director: Clark, Donald

Organization: National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, NY 14226

Telephone: (716) 834-7047

Organization Type: Research/Development/Curriculum Organization

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-84-0027

Project Number: 0510C40010

Funding Period: Start Date 01 Jan 84; End Date 31 Mar 85

Fiscal Year Funding: FY84; $158,103; 1 Jan 84 to 31 Mar 85

Descriptors: Demonstration Programs; Guidelines; Industry; Institutional Cooperation; Instructional Materials; Linking Agents; Material Development; National Defense; School Business Relationship

Additional Descriptors: Advisory Councils; Labor Needs; Skilled Workers

Identifiers: Federal; Proposal

A set of guidelines will be produced for use in motivating and training individuals to develop and maintain effective, collaborative linkages under various conditions; a set of workshop materials also will be produced to encourage more frequent and more effective use of the guidelines. The results will be (1) a greater number of integrated vocational education-industrial training programs; (2) reduced training time for new employees of the defense establishment; (3) greater availability of skilled workers; (4) increased numbers of new vocational education courses matching the needs of defense contractors; (5) lowered cost of defense establishment training through increased use of instructors, training equipment, and materials from vocational education institutions; and (6) improved vocational education programs through greater involvement of technical experts from industry. Following development of a state-of-the-art report, standards for assessing the collaborative linkages and a plan for identifying exemplary linkages will be developed. Exemplary linkages will be identified and documented, and factors contributing to the development of such linkages will be analyzed. The guidelines and workshop materials then will be developed. A national project advisory council, consisting of defense establishment and vocational education leaders at state and local levels, will be used throughout the project.

CC011054 DiCola

Model Project for Displaced Workers.

Project Director: Jacoby, Eugene P.

Organization: Chrysler Learning, Inc., 20201 Hoover Road, Detroit, MI 48205

Telephone: (313) 956-4121
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 14
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-84-0140
Project Number: 051ZP84010
Funding Period: Start Date 01 Oct 84; End Date 31 Mar 85
Fiscal Year Funding: FY84; $90,000; 1 Oct 84 to 31 Mar 85
Descriptors: Assembly Manufacturing; Dislocated Workers; Job Skills; Metal Working; Retraining; Skill Development; Technological Advancement; Welding
Additional Descriptors: Adult Education; Curriculum Development; Instructional Materials; Occupational Safety and Health; Program Evaluation; Program Implementation; School Business Relationship; Skilled Workers; Technology
Identifiers: Federal; Proposal; *Automobile Workers

This model project will be developed to demonstrate how the business and industry private sector, in partnership with public agencies and the education community, may retrain displaced workers. Chrysler Corporation will recall displaced workers from several of its plants to be trained as 'quality operators.' These workers will develop advanced welding and metal-finishing skills. Basic courses in flux cored arc welding, MIG brazing, and working with zinc-coated metals will be offered as necessary. Other training areas will concern safety, familiarization with equipment, and weld tip changing or dressing. Training will occur at Chrysler Learning, Inc.'s WeldTech Welding Education Center. Completers of training will work at the Sterling Heights Assembly Plant on the 'H-Body' automobile. WeldTech will identify key skills, develop materials and techniques for training, and monitor feedback from pre/post skill level evaluation and follow-up. WeldTech also will prepare the final report for submission to the Department of Education.

CC011055 Geib

Technology-oriented Job Preparation.
Project Director: Holsey, Lois T.
Organization: One America, Inc., 1523 L Street, NW, Suite 700, Washington, DC 20005
Telephone: (202) 628-2216
Organization Type: Business/Industry/Labor
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-84-0254
Funding Period: Start Date 01 Oct 84; End Date 31 Mar 85
Fiscal Year Funding: FY84; $124,456; 1 Oct 84 to 31 Mar 85
Descriptors: Demonstration Programs; Educational Practices; Educational Research; Job Training; Program Evaluation; State of the Art Reviews; Technical Occupations; Technology
Additional Descriptors: Adult Education; Postsecondary Education; Profiles; Research Reports; Secondary Education
Identifiers: Federal; Proposal

A thorough analysis will be conducted of current vocational educational programs and practices used to prepare secondary, postsecondary, and adult students for entry into selected technology-oriented occupations. Five primary sources will be used: (1) major automated data processing retrieval systems, resource centers, and clearinghouses; (2) data from state vocational education offices; (3) legislation and reports from various federal, state, and local agencies; (4) information from associations and organizations with vocational education interests; and (5) consultations with private industry and organized labor representatives. The resulting final report will include an executive summary of major findings, a profile of exemplary program and practice characteristics, and concluding statements summarizing the state of the art. The report will support potential Office of Vocational and Adult Education activities.

CC011056 Holmberg

Vocational-Industrial Clubs of America (VICA) for the Outlying Areas: A Model Program.
Project Director: Hentschel, Meredith
Organization: Vocational Industrial Clubs of America, PO Box 3000, Leesburg, VA 22075
Telephone: (703) 777-8810
Organization Type: Professional Association
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-84-0050
Funding Period: Start Date 26 Mar 84; End Date 31 May 85
Fiscal Year Funding: FY84; $20,000; 26 Mar 84 to 31 May 85
Descriptors: Demonstration Programs; Models; Outreach Programs; Program Development
Additional Descriptors: Linking Agents; Participation; Personnel Development; School Business Relationship; School Community Relationship
Identifiers: Federal; Proposal; *Vocational Industrial Clubs of America

VICA will develop, implement and test a model program in the Virgin Islands that addresses the special problems of outlying areas. The model will be adaptable to other outlying areas (Hawaii, Alaska, Puerto Rico, Guam, American Samoa) that also are geographically isolated, have smaller populations than most of the contiguous states, and have limited business and industry. The model program will be targeted at (1) increasing student involvement in VICA training programs and activities; (2) designing an outreach program to interest and involve the community, small businesses, and industry in the operation of VICA; (3) designing a strategy for continuous funding of needed training materials and incentives for students in local clubs; (4) training instructors to organize student-oriented training programs and club activities, increase industry involvement, and manage fund raising and public relations efforts; and (5) designing a strategy to provide linkages between vocational educators and VICA members in the outlying areas to industry in the United States. The model program will be developed according to the VICA club management institute method, which is a five-day simulation of one year's activities in a VICA program. Instructors assume the role of students and participate in leadership training activities, organize VICA club sections, plan and implement a program of work, and attend professional update seminars.

CC011057 DiCola

Standards for Excellence in Business Education.
Project Director: Calhoun, Calfrey C.
Organization: East Carolina University, School of Technology, 134 Ragsdale Hall, Greenville, NC 27834
Telephone: (919) 757-6704
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-84-0035
Project Number: 0510C40020
Funding Period: Start Date 15 Jan 84; End Date 14 Jul 85
Fiscal Year Funding: FY84; $158,250; 15 Jan 84 to 14 Jul 85
Descriptors: Business Education; Data Processing; Educational Principles; Instructional Improvement; Word Processing
Additional Descriptors: Adult Education; Check Lists; Postsecondary Education; Secondary Education; Validity
Identifiers: Federal; Proposal; *Excellence

Qualitative standards of performance for secondary and postsecondary or adult business education will be developed. Specifically, project staff will develop program standards of excellence that are common to business education programs and instructional standards of excellence that are common to data processing and word processing. Standards statements will be prepared based on findings of a literature review and emerging practice in business and industry. Following validation of standards by a national sample of professional business educators through regional conferences, the standards will be prepared in checklist form and recommendations made for their dissemination. National and local advisory groups will be involved in all phases of the project; consultants in word and data processing and in program standards will assist in formulating the draft standards.

National Center for Research in Vocational Education

CC012079 Lovell

The National Center for Research in Vocational Education.

Project Director: Taylor, Robert E.

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 83; End Date 15 Jan 88

Fiscal Year Funding: FY83; $5,399,946; 16 Jan 83 to 15 Jan 84

Note: Projected monies for continuing years are not included in the funding information.

Descriptors: Clearinghouses; Educational Needs; Educational Planning; Educational Policy; Information Dissemination; Leadership Training; Program Evaluation; Research And Development Centers; Research Utilization; Technical Assistance

Additional Descriptors: Advisory Committees; Information Needs; Policy Formation; Vocational Followup

Identifiers: Federal; Proposal

Through its six functions, the National Center will affect directly problems of national significance and assist the vocational education community in building a more effective program improvement capacity. The National Center will focus on problems of national significance within three problem domains: program quality, individual suitability, and labor market relevance and economic needs. National Center staff will conduct applied research and development on problems of national significance to include independent studies and U. S. Department of Education designated studies and activities. An advanced study center will provide leadership development, and a national academy for vocational educators will provide inservice education. The National Center also will disseminate the results of research and development, demonstration, and training programs to include selecting products for wide dissemination, developing strategies and standards for determining product needs, developing and operating a national dissemination and utilization system, and providing liaison and leadership. Through its planning and policy development function, the National Center will produce and provide data-based information to facilitate national level planning and policy development to include development of at least two needs studies and one futures study a year. Additionally, the National Center will act as a clearinghouse for vocational education research and development information and products to include information collection and retrieval and information analysis. Finally, the National Center will develop methods for state and local program evaluation. A continuing concern will be to increase the ability of diverse agencies, institutions, and organizations to solve education problems relating to individual career planning, preparation, and progression in education programs that serve prevocational, secondary, postsecondary, and adult vocational education students.

CC012096 Lovell

Advanced Study Center.

Project Director: Hamilton, James

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Fellowships; Professional Continuing Education; Professional Development

Additional Descriptors: Competitive Selection; Independent Study; Program Effectiveness; Program Evaluation; Recruitment

Identifiers: Federal; Proposal; *Advanced Study Center OH

The Advanced Study Center provides a national fellowship program for up to three national, state, and local leaders and scholars in vocational technical education and related disciplines to study contemporary problems, issues, and trends; develop their leadership potential; and contribute to vocational education. National fellows spend one academic year in residence at the National Center. Proposed studies for the interdisciplinary fellowships must be focused on the theme for the year. Other selection criteria are leadership experience, record of scholarship, academic achievement, and potential contribution to professional growth and to the national needs of vocational education. Continuing activities will include selection of a new theme for each new year, early recruitment of applicants, professional assistance to fellows in the program, and selection of additional fellows each year. An annual review of the Advanced Study Center will be made.

CC012097 Lovell

The National Academy for Vocational Education.

Project Director: Kline, Barbara

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Inservice Education; Institutes Training Programs; Leadership; Leadership Training; Professional Development

Additional Descriptors: Competence; Conferences; Human Resources; Seminars; Teacher Education; Vocational Education Teachers; Workshops

Identifiers: Federal; Proposal; *National Academy for Vocational Education; Residency Programs

Leadership and professional development in vocational education nationwide will be provided by The National Academy for Vocational Education. The National Academy will work to increase the understanding and competency of vocational education leadership personnel in areas of national significance and improve the state of the art in human resource development. These objectives will be accomplished through the development, promotion, and offering of leadership development workshops, seminars, and conferences. Also, a residency program will provide leadership personnel with an opportunity to study at the National Center for Research in Vocational Education.

CC012110 Lovell

Analysis of Students' Basic Skills Performance in Selected Instructional Delivery Systems.

Project Director: Crowe, Michael

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Academic Achievement; Basic Skills; Classroom Environment; Delivery Systems; Skill Development; Student Characteristics
Additional Descriptors: Background; Classroom Observation Techniques; Data Analysis; Data Collection; Environmental Influences; Questionnaires
Identifiers: Federal; Proposal; *Situational Variables

Situational variables that have an impact on basic skills development will be determined. Four tests (pretest, at program midpoint, posttest, and follow-up) will be administered to measure students' basic skills achievement in four educational or curricular programs: academic, general, vocational education cooperative, and vocational education noncooperative. Data concerning program environmental factors that may affect learners' basic skills acquisition and retention will be collected via observations and questionnaires. The data, obtained from 400 students, will be analyzed. Additionally, students' background characteristics, their participation in different program environments, and their basic skills performance will be described and compared. An interim status report will be prepared to describe the progress of the first year of this two-year study.

CC012111 Lovell

Skill Development for Participative Work Environments.
Project Director: Pratzner, Frank C.
Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Communication Skills; Curriculum Development; Curriculum Guides. Decision-Making-Skills. Group-Dynamics. Instructional-Materials. Interpersonal-Competence. Learning-Experience. Problem-Solving. Resource-Materials. Skill-Development. Teaching-Methods. Vocational-Education-Teachers. Work-Environment
Additional Descriptors: Business Education; Distributive Education; Engineering Technology; Office Occupations Education; Postsecondary Education; Secondary Education; Trade and Industrial Education
Identifiers: Federal; Proposal

An instructional guide will be developed to assist vocational educators in teaching broadly applicable, nontechnical skills and skills students need to function effectively on jobs with high worker involvement and participation in work decisions. The guide will organize different clusters and sequences of skills and knowledge and available resources and materials around a core of instructional approaches and learning experiences. Emphasis will be placed on infusing this content into vocational education classes. The areas directly addressed will be postsecondary business and office, secondary distributive education, secondary trade and industrial education, and postsecondary engineering technologies. A listing of resources and references will be included.

CC012112 Lovell

Strategies to Facilitate the Postemployment Adjustment of Displaced Workers.
Project Director: Ashley, William
Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Career Change; Dislocated Workers; Guides; Helping Relationship; Intervention; Reentry Workers; Vocational Adjustment; Work Environment
Additional Descriptors: Adult Education; Case Studies; Employee Attitudes; Employer Attitudes
Identifiers: Federal; Proposal; *Postemployment

A handbook will be developed describing strategies to help displaced workers adjust to new occupations. The types of adjustment problems that reentry workers may experience will be described and related to several dimensions of the work environment. Specific pre- and postemployment and follow-through interventions that can be implemented in a range of settings, including two-year postsecondary institutions and business and industry, will be recommended. Information will be gathered from examination of case studies, meetings with employers and workers, and literature reviews.

CC012113 Lovell

Entrepreneurship Education for Displaced Adults.
Project Director: Ashmore, Catherine
Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, columbus, OH 43210-1090
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Adult Educators; Dislocated Workers; Displaced Homemakers; Entrepreneurship; Instructional Materials; Teaching Methods
Additional Descriptors: Adult Education; Networks; Publications
Identifiers: Federal; Proposal

Special materials will be developed for training displaced adults who would benefit from becoming entrepreneurs. Also, a training package incorporating a variety of methods and techniques appropriate to the learning styles of adults will be developed for adult educators to use in entrepreneurship education. It will be aimed at adult vocational education instructors and supervisors; displaced homemaker programs; groups involved with JTPA (Job Training Partnership Act) programs; small business development centers; and state entrepreneurship education task forces. Communications with groups which support this training will be facilitated through meeting in forums, and via news releases and a monthly electronic newsletter. The final report delivered will identify ongoing support needs for current and potential entrepreneurs and will include program ideas, student success stories, and materials for training programs.

CC012115 Lovell

Information Papers for Vocational Education.

Project Director: Hull, William

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Delivery Systems; Discourse Analysis; Educational Practices; Educational Principles; Information Dissemination; Literature Reviews; Opinion Papers; Seminars

Additional Descriptors: Adult Counseling; Cognitive Measurement; Educational Objectives; Educational Psychology; Educational Quality; High Schools; Job Training; Pretechnology Programs; Teacher Education

Identifiers: Federal; Proposal; *Information Analysis

Information in usable form will be provided to key target audiences on high-priority vocational education issues and problems. Seven commissioned authors (some chosen by competition and some designated scholars) each will write these papers: (1) job training in the high school (policy analysis); (2) providing adult guidance (application); (3) achieving excellence in vocational education: developing standards (policy analysis); (4) achieving excellence in vocational education: improving teaching (interpretation); (5) achieving excellence in vocational education: using evaluations (synthesis); (6) pretechnical curricula (extrapolation); and (7) vocational education curriculum and instruction: implications of recent advances in cognitive psychology (interpretation). A dissemination seminar will be held in Washington, DC.

CC012116 Lovell

Implications for Vocational Education of the Report 'Education for Tomorrow's Jobs'.

Project Director: Hamilton, James

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 31 Aug 84

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Employment Opportunities; Employment Patterns; Federal State Relationship; Government Role; Job Training; Meetings; Planning; Planning Commissions; Research Reports

Additional Descriptors: Administrators; Leadership Responsibility; Program Development; Vocational Education Teachers

Identifiers: Federal; Proposal; *Impact Evaluation; *National Research Council

A selected group of vocational education leaders will meet to consider (1) which of the National Research Council's recommendations for improving vocational education should receive the greatest immediate attention by vocational educators, (2) who the key leadership groups are that should promote a response to these recommendations, and (3) what the implications are of the council's recommendations. A report of the outcomes of this meeting will be written and delivered.

CC012117 Lovell

U. S. Department of Education Briefings.

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 01 Feb 84; End Date 30 Sep 84

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Agency Cooperation; Disclosure

Identifiers: Federal; Proposal

United States Department of Education staff will be briefed 4 times during the contract year. Three in-depth briefings will be conducted for the Office of Vocational and Adult Education (OVAE) senior executive staff. Briefings topics will be selected by OVAE. Briefings will be collaboratively arranged with a jointly developed agenda. A 1-day briefing for department staff will be held concerning year 1 activities.

CC012118 Lovell

Selection and Dissemination of Exemplary Products.

Project Director: Smink, Jay

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Delivery Systems; Demonstration Programs; Marketing; Publicity; Resource Materials; Research Utilization

Additional Descriptors: Administrators; Adult Education; Documentation; Information Disseminaton; Information Utilization; Pamphlets; Postsecondary Education; Program Validation; Secondary Education; Vocational Education Teachers

Identifiers: Federal; Proposal

At least ten exemplary program improvement products will be selected to be disseminated nationwide. Product selection criteria will be decided and a screening of candidate products performed via searches of educational databases such as Educational Resources

Information Center (ERIC), Vocational Education Curriculum Materials (VECM), and Resource Organizations and Meetings for Educators (ROME). Candidate products will be rated, and final selections validated by field-based practitioners. Promotional activities will include distribution of complimentary copies, announcements of availability, and product displays at conferences and workshops. A brochure, 'Interchange,' will be prepared to identify the products and present availability information for federal, state, and local vocational and adult education administrators, supervisors, and curriculum coordinators and for local teacher educators and vocational education instructors.

CC012119 Lovell

Preparation of Special Packages for Selected Occupational Areas.

Project Director: Smink, Jay

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Demand Occupations; Educational Needs; Guides; Information Dissemination; Marketing; Resource Materials

Additional Descriptors: Delivery Systems; Program Development; Technical Education

Identifiers: Federal; Proposal

High quality products and information for high demand, highly technical occupational areas identified via database searches will be selected, training needs for the areas will be identified, and resource guides will be developed for program planning using the products. The guides, to be disseminated to educational administrators, supervisors, and curriculum coordinators, will include information such as format, number of modules, content, target audience, instructional equipment requirements, and how to develop a course of study. Additionally, a strategy will be designed for disseminating special packages and assisting users in their implementation.

CC012120 Lovell

Dissemination of National Center Products.

Project Director: Ashmore, Catherine

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Communications; Delivery Systems; Information Dissemination; Marketing; Pamphlets; Publications

Additional Descriptors: Conferences; Data Analysis; Feasibility Studies; Microcomputers; Program Descriptions; Program Effectiveness; Program Evaluation; Workshops

Identifiers: Federal; Proposal

National Center products will be grouped according to theme and presented to the appropriate target audience. Targeted theme brochures, news releases, and other literature will be prepared and distributed via conferences and workshops, Program Information Office, and through a product communication network with state liaison representatives. A microcomputer system will be designed to analyze distribution data and improve marketing planning and effectiveness. Finally, a feasibility study on alternative marketing strategies will be conducted.

CC012121 Lovell

Leadership and Coordination for Dissemination.

Project Director: Smink, Jay

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Communications; Computer Oriented Programs; Delivery Systems; Information Dissemination; Information Networks; Publicity; Research Utilization; Telecommunications

Additional Descriptors: Conference Proceedings; Conferences; Leadership; Newsletters; Postsecondary Education; Vocational Education Teachers

Identifiers: Federal; Proposal; *Electronic Newsletters

Two electronic newsletters will be made available to participants in the computer-based message switching system. One will address postsecondary vocational educators; the other, vocational educators in general. In addition, 'MEMO', the dissemination-oriented newsletter, will be published twice a year. Vocational Education Dissemination Conference proceedings also will be published. These activities will strengthen ties, improve communications, and provide a forum for those interested in improving vocational education through dissemination and utilization of research-based products and information.

CC012122 Lovell

Economic and Noneconomic Impacts of Vocational Education.

Project Director: Campbell, Paul

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Databases; Data Analysis; Economic Factors; Longitudinal Studies; Outcomes of Education

Additional Descriptors: Academic Aspiration; Community Involvement; Data Collection; Educational-Policy. Education-Work-Relationship. Employment-Patterns. Entrepreneurship. Government-Role. Minority-Groups. Occupational-Aspiration.

Postsecondary-Education. Rural-Population. School-Attitudes. Secondary-Education. Urban-Population

Identifiers: Federal; Proposal; *Noneconomic Factors

Three national longitudinal databases will be analyzed using tabular and regression techniques to derive information on the following: (1) which combinations of postsecondary transition patterns and high school curricula are associated most often with high or rapidly growing earnings, steady employment, opportunities for self-employment, and other desirable economic outcomes; (2) the associations between combinations of postsecondary transition patterns and high school curricula and such noneconomic outcomes as community involvement, attitudes toward school, and educational and occupational aspirations; (3) whether relationships between outcomes and postsecondary transition patterns can be expected to hold for groups with specific personal characteristics (such as minority race or gender) or contextual factors (such as rural or urban residence) that are of policy interest; and (4) the extent to which decisions to follow specific transition patterns are sensitive to the related economic and noneconomic costs or to availability or appropriate public institutions. A final report will be delivered.

CC012123 Lovell

Developing Procedures and Data Requirements for Assessing Vocational Program Quality.

Project Director: Campbell, Paul

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Evaluation Methods; Program Content; Program Effectiveness; Program Evaluation; Systems Development

Additional Descriptors: Data Analysis; Data Collection; Educational Quality; Literature Reviews; Pilot Projects; Secondary Education

Identifiers: Federal; Proposal

This two-year project will operationally define program quality, determine the information needed to establish its level, and devise and test assessments of program quality. Findings of previous studies and a literature search will be used to conceptualize the elements of program quality. Characteristics of program quality will be summarized, and a method of assessing these characteristics established. These ideas will be tested to verify their reasonableness and comprehensiveness. The results will be used to develop a quality assessment plan for secondary vocational programs. A final report will be delivered.

CC012124 Lovell

Anticipating Forces and Factors Likely to Influence Vocational Education.

Project Director: Lewis, Morgan

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Delivery Systems; Educational Research; Influences; Program Content; Trend Analysis

Additional Descriptors: Economic Factors; Educational Trends; Futures of Society; Labor Force; Program Development; Social Indicators; Workshops

Identifiers: Federal; Proposal; Impact Evaluation

Major trends likely to influence the content and delivery of vocational instruction will be determined. Trends in the economy, labor force, and education will be monitored and the information disseminated to state and local planners to assess the implications for their programs. Workshops will be held to help in this dissemination. A technical report containing the information assembled and its implications will be delivered.

CC012125 Lovell

Information Collection and Retrieval.

Project Director: Budke, Wesley E.

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016

Project Number: 051MH30001

Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.

Descriptors: Communications; Databases; Information Networks; Information Retrieval; Information Sources; Online Systems; Telecommunications

Additional Descriptors: Clearinghouses; Curriculum; Field Tests; Instructional Materials; Military Training; Program Design

Identifiers: Federal; Proposal; *Curriculum Coordination Centers; *National Center Clearinghouse; *Resources in Vocational Education Database; *Vocational Education Curriculum Materials Database

The National Center Clearinghouse will design networks and operate systems to collect and retrieve information about vocational education program improvement, resulting in information linkages among appropriate research and development clearinghouses. Material from other clearinghouses, institutions, and the United States armed forces will be entered into the program improvement (RIVE) and vocational education curriculum materials (VECM) databases and the military curriculum collection. Descriptions of 1984 and 1985 state-administered projects, of 1984 federally administered projects, and of products from all years will be prepared for entry into RIVE. VECM workforms will be acquired from the curriculum coordination centers, reviewed, and entered into the database. Use of the databases and the electronic telecommunications system will be encouraged. Project staff will interface with the ADVOCN-NET project and will serve as a field test for replacement or enhancement of the Bibliographic Retrieval Service telecommunications system.

CC012126 Lovell

Information Analysis.

Project Director: Budke, Wesley E.

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Annual Reports; Federal Programs; Indexes; Program Descriptions; Publications; State Programs
Additional Descriptors: Adult Education; Career Education; Curriculum Development; Demonstration Programs; Education Work Relationship; Elementary Secondary Education; Postsecondary Education; Research Projects
Identifiers: Federal; Proposal; *Information Analysis; *Resources in Vocational Education Database

Two publications will be produced which compile information on state-administered program improvement projects ('Vocational Education Program Improvement: A Summary of State-administered Projects in FY 1984') and federally funded projects in career education, vocational education, and education and work ('Projects in Progress—FY 1984: A Report for the Coordinating Committee on Research in Vocational Education'). Camera-ready copy will be computer-generated from RIVE (Resources in Vocational Education). Introductory materials will be prepared and reviews conducted. Following revision, the publications will be printed. The compilation of state-administered projects will include a summary of research, exemplary and innovative, and curriculum development projects. The report of projects funded and administered by the Coordinating Committee on Research in Vocational Education member agencies will include resumes and six indexes: subject, project director, sponsoring agency, organization, geographic location, and contract or grant number.

CC012127 Lovell

Assessing Cooperative Vocational Education Students' Engaged Time at Work Sites.
Project Director: Franchak, Stephen J.
Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Classroom Observation Techniques; Cooperative Education; Program Evaluation; Secondary Education; Student Evaluation; Time on Task
Additional Descriptors: Basic Skills; Employment Qualifications; Job Search Methods; Job Skills; Skill Development; Work Attitudes
Identifiers: Federal; Proposal

Secondary cooperative vocational education students will be observed in training station settings to determine the amount of time spent learning technical skills, basic skills, knowledge of the world of work, work attitudes, and job seeking, maintaining, and advancing skills. Observers will record the amount of time spent on job content-related tasks and noncontent related activities. Quality programs then will be identified according to stated principles of cooperative education. A final report will be delivered.

CC012128 Lovell

Guidelines for Assessing Vocational Education Productivity Related to Student Time on Task.
Project Director: Halasz, Ida
Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Classroom Environment; Guidelines; Guides; Productivity; Time on Task
Additional Descriptors: Classroom Observation Techniques; Data Analysis; Data Collection; Field Tests; Instructional Materials; Program Effectiveness; Program Evaluation; Transparencies; Workshops
Identifiers: Federal; Proposal

The guidelines developed to assess time on task in vocational education environments will include (1) a theoretical overview of time on task; (2) findings of previous studies on the subject; (3) instructions for using the guide to collect time on task data in the classroom; (4) the way to formulate recommendations based on results; (5) examples of completed observation guides, analyses, and recommendations; and (6) a reproducible observation guide. Practitioners will be trained via workshops and materials to use the guide. A workshop handbook will be developed that includes transparency masters and handouts. The workshop will be field-tested and revised.

CC012129 Lovell

Reconceptualization of Evaluation.
Project Director: McKinney, Floyd L.
Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Curriculum; Educational Theories; Labor Market; Learning Theories; Models; Program Effectiveness; Program Evaluation
Additional Descriptors: Conferences; Data Analysis; Data Collection; Seminars
Identifiers: Federal; Proposal; Paradigm Shifts

A vocational education program evaluation paradigm will be developed through reconceptualization. The implications of current knowledge and practice for program evaluation will be determined and incorporated into the paradigm. Information will be synthesized from fields such as vocational education evaluation practice, evaluation theory, learning theory, and labor market outcomes. Attention will be given to paradigm shifts occurring in education and vocational education. An interim report to be delivered will contain summaries of project activities, descriptions of the collegial interaction conferences, and a synopsis of the seminar and its evaluations.

CC012130 Lovell

The Role of Vocational Education in the High School.
Project Director: Lotto, Linda
Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0016
Project Number: 051MH30001
Funding Period: Start Date 16 Jan 84; End Date 15 Jan 85
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education.
Descriptors: Educational Objectives; Educational Research
Additional Descriptors: Academic Education; Access to Education; Committees; Equal Education; Job Training; Opinions; Research Utilization; Technological Advancement; Tracking System Education
Identifiers: Federal; Proposal; *Commissions; Information Synthesis

A commission will be organized to examine these critical issues affecting secondary vocational education: (1) What is the role of education for work? (2) Does curricular tracking deny certain student groups equitable access to opportunity? (3) Can high schools afford to keep their vocational programs up to date with the latest technological advances? and (4) How ought vocational training be integrated with the academic curriculum? Relevant research, exemplary practice, and expert opinion about these issues will be synthesized. Recommendations then will be made to the vocational education and the broader education community about ways to resolve these issues. A final report will be disseminated.

Curriculum Coordination Centers

CC013009 Anderson
Northeast Curriculum Coordination Center.
Project Director: Posci, Martha
Organization: New Jersey Vocational Education Resource Center, Rutgers University, 200 Old Matawan Road, Old Bridge, NJ 08857
Telephone: (201) 390-1191
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-82-0127
Funding Period: Start Date 01 Jan 82; End Date 31 Dec 84
Fiscal Year Funding: FY82; $78,880; 1 Jan 82 to 31 Dec 82. FY83; $103,295; 1 Jan 83 to 31 Dec 83. FY84; $118,789; 1 Jan 84 to 31 Dec 84
Note: This activity previously was funded under contract OEC-300-79-0102.
Descriptors: Curriculum Development; Education Service Centers; Information Dissemination; Regional Cooperation; Regional Planning; Resource Centers
Additional Descriptors: Educational Planning; Information Networks; Information Processing
Identifiers: Federal; Proposal

The Northeast Curriculum Coordination Center services Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands. Its three primary goals are to provide curriculum information services, coordinate regional curriculum development activity, and evaluate project effectiveness. Specific objectives are to (1) maintain curriculum information capabilities through computer searches, curriculum literature bibliographic control, professional literature collection, and promoting current awareness of developments in vocational curriculum management; (2) maintain document availability capabilities, including maintaining and expanding a microfiche collection and providing ERIC microfiche duplication services; (3) respond to requests for information and documents; (4) coordinate and plan regional activities, and study the feasibility of establishing a regional curriculum development consortium; (5) compile information on state priorities and plans, and foster adaption-adoption in priority areas; (6) support state curriculum development projects and provide training in vocational curriculum development; and (7) provide interstate publication and sales service.

CC013010 Anderson
Northwestern Curriculum Coordination Center.
Project Director: Bishopp, Steve
Organization: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, WA 98504
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 03
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-82-0128
Funding Period: Start Date 01 Jan 82; End Date 31 Dec 84
Fiscal Year Funding: FY82; $89,343; 1 Jan 82 to 31 Dec 82. FY83; $168,525; 1 Jan 83 to 31 Dec 83. FY84; $174,804; 1 Jan 84 to 31 Dec 84
Note: This activity previously was funded under contract OEC-300-79-0104.
Descriptors: Curriculum Development; Education Service Centers; Information Dissemination; Regional Cooperation; Regional Planning; Resource Centers
Additional Descriptors: Information Networks
Identifiers: Federal; Proposal

The purpose of the center is to provide leadership for coordination of activities in the planning, development, and diffusion of curricula for new and changing occupations and for coordination of improvements in and dissemination of existing curriculum materials in Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Wyoming and Washington. Specific objectives are to (1) conduct a minimum of three interstate regional meetings annually; (2) plan for cooperation in the development, field testing, and implementation of vocational instructional materials and strategies; (3) develop and maintain interstate liaison activities; (4) encourage coordinated intra- and interstate relationships in curriculum development and dissemination; (5) give special attention to national priorities in vocational education; (6) provide curriculum and curriculum related consultation services; (7) establish a system through which state directors of vocational education have direct input and opportunity to benefit from regional consortium activities; (8) continue to participate as a member of the National Network for Curriculum Coordination in Vocational-Technical Education; (9) provide the United States Department of Education current information concerning the impact of center activities and state of the art in vocational education and instructional materials in liaison states, as well as recommendations for providing projects of national significance; and (10) edit, print, and distribute a regional communique.

CC013011 Anderson
Western Curriculum Coordination Center.
Project Director: Zane, Larry
Organization: University of Hawaii at Manoa, 1776 University Avenue, Wist 216, Honolulu, HI 96822
Telephone: (808) 948-7834
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 300-83-0011
Project Number: 498MH00003
Funding Period: Start Date 01 Mar 83; End Date 31 Dec 84
Fiscal Year Funding: FY83; $122,200; 1 Mar 83 to 31 Dec 83. FY84; $141,236; 01 Jan 84 to 31 Dec 84
Note: This activity previously was funded under grant OEG-00-77-00004 and contract OEC-300-80-0214.
Descriptors: Cooperative Planning; Coordination; Educational Cooperation; Education Service Centers; Regional Cooperation

Additional Descriptors: Consortia; Curriculum Development; Information Dissemination; Information Networks; Needs Assessment; Professional Training

Identifiers: Federal; Proposal

A curriculum coordination center will be maintained within the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) to serve the consortium states and territories in the western region (American Samoa, Arizona, California, Guam, Hawaii, Nevada, the Northern Marianas, and the Trust Territory of the Pacific Islands). The center will house and disseminate vocational education curriculum materials in the western region, other regional centers, and the US Department of Education. Consortium states will be assisted in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials in order to reduce duplication of effort. By participating in the activities of NNCCVTE, center staff will share information and plans through a reporting system, regional meetings, conferences, and workshops.

CC013012 Anderson

Southeast Curriculum Coordination Center.

Project Director: Hinrichs, Roy

Organization: Mississippi State University, Research and Curriculum Unit, PO Drawer G, Mississippi State, MS 39762

Telephone: (601) 325-2510

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: 300-83-0014

Project Number: 498MH00003

Funding Period: Start Date 01 Mar 83; End Date 31 Dec 84

Fiscal Year Funding: FY83; $72,541; 1 Mar 83 to 31 Dec 83. FY84; $88,764; 01 Jan 84 to 31 Dec 84

Note: This activity previously was funded under grant OEG-00-77-00005 and contract OEC-300-83-0014.

Descriptors: Cooperative Planning; Coordination; Curriculum Development; Educational Cooperation; Education Service Centers; Regional Cooperation

Additional Descriptors: Information Dissemination; Needs Assessment; Professional Training; Systems Development

Identifiers: Federal; Proposal

The Southeast Curriculum Coordination Center will provide leadership for coordination of activities in planning, developing, and diffusing vocational curriculum for new and changing occupations and for coordination in improving and disseminating existing curriculum materials in member states (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee). The center will expand interactional activities among these states and will articulate their curriculum needs and problems at the national level through the National Network for Curriculum Coordination in Vocational-Technical Education. Procedures will include (1) assessing curriculum development needs and current activities in the region; (2) assessing priority areas for future curriculum development; (3) assessing current curriculum formats, validation strategies, and field testing strategies in the region; (4) implementing a regional curriculum coordination council; and (5) conducting training activities for curriculum personnel. The project will impact on national, state, and local levels by improving curriculum services and capabilities, reducing duplication of effort, stimulating cooperative relationships at state and local levels, establishing and maintaining a system for determining curriculum needs, and providing avenues for sharing information and materials.

CC013013 Anderson

East Central Network—Illinois Vocational Curriculum Center.

Project Director: Douglass, Rebecca S.

Organization: Sangamon State University, E22, Springfield, IL 62708

Telephone: (217) 786-6375

Organization Type: College/University

Geographic Location: Congressional District 20

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-84-0032

Project Number: 051MH1008

Funding Period: Start Date 01 Jan 84; End Date 31 Dec 84

Fiscal Year Funding: FY84; $141,782; 1 Jan 84 to 31 Dec 84

Note: This activity previously was funded under contracts OEC-300-78-0024 and OEC-300-81-0241.

Descriptors: Cooperative Planning; Coordination; Curriculum Development; Education Service Centers; Educational Cooperation; Information Dissemination; Regional Cooperation; Resource Centers

Additional Descriptors: Consortia; Information Networks; Library Circulation; Needs Assessment; Professional Training

Identifiers: Federal; Proposal

The East Central Curriculum Coordination Center provides leadership to and coordinates curriculum planning, development, and dissemination in Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin. Objectives are to (1) provide information resources to be used toward the improvement of state capabilities and services; (2) promote efficient use of resources and facilitate coordination in the design, development, and dissemination of curriculum within the East Central region; (3) provide a system of evaluation and utilization of curriculum products and information to be used by national, state, and local decision makers; (4) provide professional development acitivities to train or upgrade personnel in the areas of curriculum development, dissemination and diffusion, curriculum management, and utilization of research findings; (5) assist in the elimination of sex bias and sex-role stereotyping in vocational programs and curriculum materials; and (6) serve as a center for promoting cooperation and coordination with other organizations and agencies involved with vocational research, curriculum design, development, and dissemination. The center will operate a loan library of curriculum resource materials for the twelve states in the region, disseminate curriculum materials received from the other centers, collect and report information to the United States Department of Education regarding the impact of the center on the states in the region, evaluate center services, participate in the activities of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), and provide a system for input to aid in the use of information from the National Center for Research in Vocational Education.

CC013014 Anderson

Midwest Curriculum Coordination Center.

Project Director: Patton, Bob

Organization: Oklahoma State Department of Vocational and Technical Education Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, OK 74074

Telephone: (405) 377-2000

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 06

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-84-0031

Project Number: 051MH1007

Funding Period: Start Date 01 Jan 84; End Date 31 Dec 84

Fiscal Year Funding: FY84; $108,119; 1 Jan 84 to 31 Dec 84

Note: This activity previously was funded under contracts OEC-300-78-0025 and OEC-300-81-0242.

Descriptors: Cooperative Planning; Coordination; Curriculum Development; Education Service Centers; Educational Cooperation; Information Dissemination; Regional Cooperation; Resource Centers

Additional Descriptors: Consortia; Information Networks; Needs Assessment; Professional Training; Systems Approach

Identifiers: Federal; Proposal

The purposes of the Midwest Curriculum Coordination Center are to improve curriculum capability and services at the state levels of each state within the region, minimize duplication of curriculum development activities, and improve curriculum management

resources available to both state and national decision makers. The objectives of the center are to coordinate curriculum activities of the Midwest Curriculum Network, which serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas; provide curriculum information and materials to each participating state, other federally funded centers, regions 6 and 7, and the United States Department of Education; provide the means for each state in the region to apply the systems approach in the development and use of curriculum materials; and develop standards for curriculum development in order to increase transportability of curriculum materials and avoid duplication of efforts. Procedures will include (1) collecting abstracts of curriculum products under development within the region; (2) compiling and disseminating a profile of curriculum projects under development and the identified needs within states; (3) collecting impact information about coordination efforts, (4) providing consultant services to states for diffusion and development training; (5) promoting continual cooperation with business, industry and other agencies; and (6) assessing formats, validation strategies, and field-testing methods.

Program for Indian Tribes and Indian Organizations

CC015052 Halnon

Alamo Vocational Education Training Program.
Project Director: Wolf, James L.
Organization: Alamo Navajo School Board, Incorporated, PO Box 907, Magdalena, NM 87825
Telephone: (505) 854-2543
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400037
Project Number: 101AH10036
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY84; $232,000; 1 Oct 84 to 30 Sep 87
Note: This project previously was funded under grant G008101122.
Descriptors: American Indian Reservations; American Indians; Construction Materials; Construction Programs; Job Skills; On the Job Training; Road Construction
Additional Descriptors: Government School Relationship; Job Placement; School Business Relationship; Training Methods
Identifiers: Federal; Proposal; *Heavy Equipment Operators; *Surveying (Engineering)

A vocational education training program will be established in which seven participants will identify, collect, and stockpile indigenous road and building construction materials available in west central New Mexico. Additionally, eight participants will be trained to operate heavy construction equipment used in road and building construction. Graduates of this program will work on county roads running through the Alamo Reservation, as part of an agreement between the Alamo Navajo School Board, Incorporated, and Socorro County. Surveying contracts also will be sought for graduates. Professional assistance will be directed by A&E, West, of Denver.

CC015053 Thiel

Choctaw Vocational Education Program.
Project Director: Hane, Marianne
Organization: Mississippi Band of Choctaw Indians, Route 7, Box 21, Philadelphia, MS 39350
Telephone: (601) 656-5251
Organization Type: American Indian Tribe
Geographic Location: Congressional District 03
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400041
Project Number: 101AH10028
Funding Period: Start Date 26 Jul 84; End Date 14 Jul 87
Fiscal Year Funding: FY84; $506,735; 15 Jul 84 to 14 Jul 87
Note: This project previously was funded under grant G0081014577.
Descriptors: American Indian Reservations; American-Indians. Auto-Body-Repairers. Auto-Mechanics. Basic-Skills. Business-Education. Construction-Industry. Electronics. Individualized-Instruction. Office-Occupations-Education. Remedial-Instruction. School-Business-Relationship. Welding
Additional Descriptors: Advisory Committees; Building Trades; Job Placement; Program Evaluation; School Business Relationship
Identifiers: Federal; Proposal; *Choctaw (Tribe); *Open Entry Open Exit

Open entry/open exit individualized instruction programs in vocational education areas will be developed for the Mississippi Band of Choctaw Indians. Program areas will include construction trades, body and fender, business and clerical, electronics, welding/auto mechanics, and integrated remedial basic skills. All courses of study will last twenty-four months. A project advisory committee will be established. Internal and external evaluations will be conducted. Chata Construction Company, a reservation based and owned business, will assist in training and placing the building trades trainees.

CC015054 Thiel

Kickapoo Vocational-Technical Program.
Project Director: Wahpepah, Jim
Organization: Kickapoo Tribe of Oklahoma, Gordon Cooper Area Vocational-Technical School, PO Box 3346, I-40 and Highway 18, Shawnee, OK 74801
Telephone: (405) 275-6345
Organization Type: Local Education Agency
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400023
Funding Period: Start Date 01 Aug 84; End Date 31 Jul 87
Fiscal Year Funding: FY84; $566,099; 1 Aug 84 to 31 Jul 87
Note: This project previously was funded under grants G008100826, G008100828, and G008100829.
Descriptors: American Indians; Basic Skills; Dropouts; English Instruction; Entry Workers; Job Skills; Job Training; Language Skills; Mathematics; Reading Skills; Speech Skills; Writing Skills
Additional Descriptors: American Indian Reservations; Auto Mechanics; Carpentry; Data Processing; Horticulture; Machinery Industry; Secretaries; Small Engine Mechanics
Identifiers: Federal; Proposal; *Kickapoo (Tribe)

Kickapoo tribe members will be offered an occupational training program in which they are taught English language skills (speaking, writing, reading), basic mathematics, and vocational training in seven areas (machine shop, secretarial, auto mechanics, data processing, small engine repair, horticulture, and carpentry). The program will aid dropouts, or those who never have attended school, in gaining entry-level job skills.

CC015055 Thiel

Muckleshoot Vocational Education Project.
Project Director: Scheldt, Suzanne
Organization: Muckleshoot Indian Tribe, 39015 172nd Avenue, SE, Auburn, WA 98002
Telephone: (206) 939-3313
Organization Type: American Indian Tribe
Geographic Location: Congressional District 06
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400033
Project Number: 101AH10019
Funding Period: Start Date 01 Feb 84; End Date 31 Jan 87
Fiscal Year Funding: FY84; $234,084; 1 Feb 84 to 31 Jan 87
Note: This project previously was funded under grant G008100830.
Descriptors: American Indians; Career Awareness; Career Exploration; Community Services; Community Support; Information Services; Job Placement; Job Training; Reference Services
Additional Descriptors: American Indian Reservations
Identifiers: Federal; Proposal; *Muckleshoot (Tribe)

Vocational training and job placement will be provided to 162 residents on the Muckleshoot Reservation and the surrounding area over a three-year period. Every year, fifty-four tribal members will be recruited into the program, consisting of forty days of vocational awareness sessions and thirty-five days of vocational exploration activities. Also, vocational education training and job placement will be available to all students. Community-based supportive services and information and referral services will be provided.

CC015056 Thiel

Nooksack Vocational Education Project: Vocational Training, Work Study, and Counseling.
Project Director: Thom, Elouise Z.
Organization: Nooksack Indian Tribe, PO Box 157, Deming, WA 98244-0157
Telephone: (206) 592-5176
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400020
Project Number: 101AH10052
Funding Period: Start Date 01 Jul 84; End Date 30 Jun 87
Fiscal Year Funding: FY84; $228,882; 1 Jul 84 to 30 Jun 87
Note: This project previously was funded under grant G008100836.
Descriptors: American Indians; Counseling Services; High School Equivalency Programs; Job Placement; Job Training
Additional Descriptors: American-Indian-Reservations. Auto-Mechanics. Community-Colleges. Cosmetology. Day-Care-Centers. Electronics. Followup-Studies. Graduate-Surveys. Office-Occupations-Education. Student-Evaluation. Vocational-Schools. Welding
Identifiers: Federal; Proposal; *Nooksack (Tribe); Commercial Fishing; Pharmacy Technicians

Twenty-five members of the Nooksack tribe will be enrolled each year in vocational education programs for a three-year period. A local technical institute and a local community college will provide training in office occupations, pharmacy assistant, welding, electronics, compact auto, auto body, commercial fishing, cosmetology, and auto mechanics. Students will be reimbursed for their time and mileage; child care services will be provided. High school equivalency classes and counseling will be made available. Attendance at student meetings will be encouraged. Upon completion of the course, the tribe will provide job placement. Monitoring of students will occur twice a month, and post-graduation follow-up will be conducted.

CC015057 Halnon

Omaha Tribal Vocational Education Program.
Project Director: Anderson, Robert
Organization: Omaha Tribe of Nebraska, Box 338, Macy, NE 68039
Telephone: (402) 837-5391
Organization Type: American Indian Tribe
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400019
Project Number: 101AH10044
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY84; $169,020; 1 Oct 84 to 30 Sep 87
Note: This project previously was funded under grant G008104578.
Descriptors: American Indians; Associate Degrees; Bookkeeping; Electricity; On the Job Training; Secretaries; Unemployment
Additional Descriptors: American Indian Reservations; Job Placement; Job Search Methods; Seminars
Identifiers: Federal; Proposal; *Omaha (Tribe)

Unemployed members of the Omaha tribe will be trained in residential and commercial electricity (ten students) and secretary/bookkeeper trainee (twenty students). Completers in the electrician course will receive Diplomas of Completion, and secretarial graduates will receive Associate of Arts Degrees. All students will receive on-the-job training and will attend seminars on improving job seeking skills. As many graduates as possible will be placed in unsubsidized jobs in the private sector.

CC015058 Thiel

Papago Education Skill Center.
Project Director: Jose, Dennis
Organization: Papago Department of Education, PO Box 837, Sells, AZ 85634
Telephone: (602) 383-2221
Organization Type: American Indian Tribe
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008420055
Project Number: 101AH10056
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY84; $224,204; 1 Oct 84 to 30 Sep 87
Note: This project previously was funded under grant G008101058.
Descriptors: American Indians; Job Skills; Job Training
Additional Descriptors: American-Indian-Reservations. Bookkeeping. Carpentry. Construction-Industry. Electrical-Occupations. Machine-Translation. Masonry. Office-Occupations-Education. Plumbing. Reprography. Skill-Development. Word-Processing
Identifiers: Federal; Proposal; *Papago Indian Reservation AZ; *Papago (Tribe)

The Papago Education Skill Center will provide training in the construction industry, clerical occupations, carpentry, plumbing, electrical trades, masonry, bookkeeping, machine transcription, duplicating, and word processing. Students will build their cafeteria, dormitories, a day care facility, and, possibly, a handicap house.

CC015059 Halnon

Ramah Navajo Vocational Education Project.
Project Director: Hall, McClellan
Organization: Ramah Navajo School Board, Incorporated, Drawer F, Pine Hill, NM 87321
Telephone: (505) 783-5091
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400030
Project Number: 101AH10053
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY84; $175,427; 1 Oct 84 to 30 Sep 87
Note: This project previously was funded under grant G0078C0220.
Descriptors: American Indians; Employment Potential; Improvement; Job Skills; Supervised Farm Practice
Additional Descriptors: Adult Education; American Indian Reservations; Building Trades; Construction Industry; Dining Facilities; Disabilities; Food Service; Office Occupations Education; Small Business
Identifiers: Federal; Proposal; *Hands On Experience; *Ramah Navajos

Office occupations, construction, and small business development and operation courses will be taught to upgrade the job skills and employability of Ramah Navajo tribe adults. A small experimental community farm and affiliated food distribution and cafe enterprise will be established to provide hands-on training and to collaborate all project components. This project will have the capacity to serve the local handicapped population.

CC015060 Thiel

Salish Kootenai Vocational Education Program.
Project Director: Slater, Jerry
Organization: Salish Kootenai College, Box 117, Pablo, MT 59855
Telephone: (406) 675-4800

Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400028
Project Number: 101AH10039
Funding Period: Start Date 15 Sep 84; End Date 14 Sep 87
Fiscal Year Funding: FY84; $299,117; 15 Sep 84 to 14 Sep 87
Note: This project previously was funded under grant G008100832.
Descriptors: American Indians; Job Skills
Additional Descriptors: American Indian Reservations; Business Administration; Carpentry; Construction Industry; Counseling Services; Human Services; Office Occupations Education; Public Administration Education; Secretaries; Skill Development
Identifiers: Federal; Proposal; *Flathead Indian Reservation MT; *Hands On Experience; *Kootenai (Tribe); *Salish (Tribe)

Residents of the Flathead Reservation (Confederated Salish and Kootenai tribes) will be provided with hands-on instruction useful in developing job skills. Instruction will be provided in secretarial science (65 students), business management and public administration (35), human services technology (35), and construction technology (35). Counseling also will be made available for a minimum of 100 students.

CC015061 Thiel
Salt River Indian Community Vocational Education Program.
Project Director: McVey, Richard L.
Organization: Salt River Pima-Maricopa Indian Community, Route 1, Box 216, Scottsdale, AZ 85256
Telephone: (602) 941-7305
Organization Type: American Indian Tribe
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400016
Project Number: 101AH10040
Funding Period: Start Date 01 Jul 84; End Date 30 Jun 87
Fiscal Year Funding: FY84; $184,197; 1 Jul 84 to 30 Jun 87
Note: This project previously was funded under grant G008100833.
Descriptors: American Indians; Equipment Maintenance; On the Job Training
Additional Descriptors: American Indian Reservations; High School Equivalency Programs; Job Placement; Job Skills; Skill Development; Student Evaluation
Identifiers: Federal; Proposal; *Heavy Equipment Mechanics; *Heavy Equipment Operators; *Pima Maricopa Reservation AZ; *Pima Maricopa (Tribe)

A one-year training program will be offered to twelve students of the Pima-Maricopa Indian community. Six students will learn heavy equipment operations; the other six will learn heavy equipment maintenance. After three months of classroom instruction, the operations students will begin nine months of on-the-job training on community-owned equipment. They will improve agricultural areas, irrigation systems, recreational areas, road extension, and drainage ditches and will learn the use of landfill equipment. After three months of classroom instruction, maintenance students will take five months of classroom combined with field work. The last four months will be on-the-job training. Students without a high school diploma will be required to participate in a General Educational Development program. All students will be required to have a driver's license. Student evaluations will be made monthly. After the course ends, students will receive a certificate of completion, and an attempt to place them in suitable jobs will be made.

CC015062 Halnon
Seneca Nation Vocational Education Project.
Project Director: John, Ron
Organization: The Seneca Nation of Indians, 1500 Route 438, Irving, NY 14081
Telephone: (716) 532-3341
Organization Type: American Indian Tribe
Geographic Location: Congressional District 39
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400035
Project Number: 101AH10029
Funding Period: Start Date 01 Aug 84; End Date 31 Jul 87
Fiscal Year Funding: FY84; $342,201; 1 Aug 84 to 31 Jul 87
Note: This project previously was funded under grant G008100831.
Descriptors: American Indians; Job Skills
Additional Descriptors: American Indian Reservations; Business Administration; Community Colleges; Construction Industry; Office Occupations Education; Postsecondary Education; Secretaries
Identifiers: Federal; Proposal; *Seneca (Tribe); Food Cooperatives

Seneca adults on the Allegany and Cattaraugus reservations will learn job skills in the following components: thirty trainees will take thirty-five hours of instruction each week in carpentry, electrical trades, masonry, plumbing, and welding; ten trainees will take thirty hours of secretarial training; and fifteen trainees will take community college-level classes in business management. A centralized training center will provide easy access training to tribal members. A building will be constructed to serve as a food cooperative for the reservation.

CC015063 Halnon
A Tribally Oriented Vocational Education Program.
Project Director: Nees, Martha
Organization: Bay Mills Indian Community, Route 1, Box 313, Brimley, MI 49715-9749
Telephone: (906) 248-3354
Organization Type: American Indian Tribe
Geographic Location: Congressional District 11
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: G008400036
Project Number: 101AH10015
Funding Period: Start Date 15 Jul 84; End Date 14 Jul 87
Fiscal Year Funding: FY84; $240,445; 15 Jul 84 to 14 Jul 87
Note: This project previously was funded under grant G008101056.
Descriptors: American Indians; Individualized Instruction; On the Job Training; Skill Development
Additional Descriptors: American Indian Reservations; Bookkeeping; Business Administration; Employment Opportunities; Employment Qualification; Guides; Job Placement; Occupational Information; Personnel Management; Small Businesses
Identifiers: Federal; Proposal; *Chippewa (Tribe)

Individualized skill training for Bay Mills Chippewa tribal members will be provided in the following areas: small business management, personnel supervision for tribal government or in federal programs, and bookkeeping. Each area will provide four hours in the classroom and four hours of on-the-job experience. Job placement services will be provided. A guide to employment opportunities will be developed which will include: (1) a list of jobs presently filled, (2) job descriptions and requirements, and (3) other pertinent employment information.

Appalachian Region Commission

CC017006 Sanders
Improving Computer Literacy and Computer Instruction in Vocational Education.
Project Director: Cook, John E.
Organization: State Department of Education, Bureau of Vocational Technical and Adult Education, Building 6-B, Capitol Complex, Charleston, WV 25305
Telephone: (304) 348-2340
Organization Type: State Education Agency
Geographic Location: Congressional District 03

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Project Number: WV-8828-83-1

Funding Period: Start Date 01 Jul 83; End Date 31 Oct 85

Fiscal Year Funding: FY83; $600,000; 1 Jul 83 to 31 Dec 84. FY84; $400,000; 1 Oct 84 to 31 Oct 85

Note: This project also received $750,000 in state funds.

Descriptors: Computer Literacy; Computer Oriented Programs; Computer Software; Educational Equipment; Material Development; Microcomputers; Purchasing; Skill Development

Additional Descriptors: Career Education; High Schools; Inservice Education; Networks; Postsecondary Education; Secondary Education; State Programs; Vocational Schools

Identifiers: Federal; Proposal

Hardware will be purchased for a microcomputer network system that includes fourteen vocational centers and three comprehensive high schools, as well as a central network site at the Vocational Curriculum Laboratory at Cedar Lakes. Enough system software also will be obtained to serve twenty students simultaneously at each of the seventeen locations. Software will be purchased or developed to provide skill training in various occupations and in computer literacy. Inservice training for personnel will be provided at the central network site and in the field. The local and network systems then will be implemented. In expanding the program, project staff will purchase hardware and software for eight vocational centers and two comprehensive high schools. Twenty students will be served at each site. Software also will be obtained for the central network computer at Cedar Lakes.

National Institute of Education

CC030030 Thorne

Diffusion, Change, and Information Systems: Resource and Referral Service.

Project Director: Smink, Jay

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Grant Number: NIE-G-83-0005

Funding Period: Start Date 01 Dec 82; End Date 30 Nov 84

Fiscal Year Funding: FY83; $200,000; 1 Dec 82 to 30 Nov 83. FY84; $200,000; 1 Dec 83 to 30 Nov 84

Note: This activity previously was funded under grants OB-NIE-G-78-0211(P6) and NIE-G-81-0022. Projected monies for continuing years are not included in the funding information.

Descriptors: Educational Research; Information Dissemination; Information Services

Additional Descriptors: Databases; Information Networks; Resource Materials; Resources

Identifiers: Federal; Proposal

The resource and Referral Service (RRS) is one of three central service contractors of the Research and Development Exchange (RDx). This effort explores ways to bring education R&D results to practitioners and to return information about practitioners' needs and concerns to educational researchers, developers, and their sponsors. The R&D Exchange currently consists of eight regional exchanges and three central service contractors. The regional exchanges respond to most information requests; only the questions requiring additional information or a national focus are passed on to RRS. RRS objectives are to (1) develop comprehensive information about resource organizations; (2) coordinate the use of RDx resources by school media resource specialists; (3) provide information about resource organizations and personnel in an efficient and effective manner; (4) discover and share knowledge about practitioners' needs and efforts to meet those needs; and (5) develop and increase the capacity of RRS to accomplish its goals and serve the needs of the regional exchanges and the resource organizations. Past and current RRS activities in support of the regional exchange activities of RDx include building a data bank of information about key resource organizations which deliver R&D-based products and services and about organizations which access these products and services; responding to information requests orally and through letters and previously prepared minilists; conducting information resources workshops; preparing a catalog of data bases and dissemination systems; providing technical assistance in planning and conducting information resources workshops sponsored by regional exchanges; preparing a catalog of human resource directories and files in education; and preparing a catalog of resource organizations in reading, writing, and oral communication. The computerized data base developed will include information on educational resource organizations and their projects, meetings, and products.

CC030032 Bucknam

Employer Demand Research.

Project Director: Bishop, John

Organization: The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Grant Number: NIE-G-83-0005

Funding Period: Start Date 01 Dec 82; End Date 30 Nov 84

Fiscal Year Funding: FY83; $244,282; 1 Dec 82 to 30 Nov 83. FY84; $390,196; 1 Dec 83 to 30 Nov 84

Note: Projected monies for continuing years are not reflected in the funding information.

Descriptors: Competence; Education Work Relationship; Entry Workers; Research; Youth

Additional Descriptors: Cost Effectiveness; Employer Attitudes; Employers; Employment Qualifications; Interviews; Productivity; Surveys

Identifiers: Federal; Proposal

Competencies youth need in order to be hired and work effectively will be identified. Project staff also will examine the extent to which vocational training provided outside the workplace enhances employment and advancement opoortunities for entry-level workers. The project consists of two studies. In the employer hiring decisions study, staff will investigate the characteristics employers favor in actual and simulated hiring situations. For the employer survey analysis, staff will interview a national sample of employers to gauge their perceptions of the benefits of various types of vocational training. Employers will be asked to compare the training costs and productivity levels of recently hired vocationally trained employees to the training costs and productivity levels of untrained new employees holding the same job. A final report will be delivered.

CC030033 Bucknam

Schooling Effectiveness.

Project Director: Bishop, John

Organization: The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Grant Number: NIE-G-83-0005

Funding Period: Start Date 01 Dec 82; End Date 30 Nov 84

Fiscal Year Funding: FY83; $596,468; 1 Dec 82 to 30 Nov 83. FY84; $400,063; 1 Dec 83 to 30 Nov 84

Note: Projected monies for continuing years are not reflected in the funding information.

Descriptors: Disadvantaged Youth; Educational Research; Education Work Relationship; Employment Potential; Ethnography; Predictor Variables; School Effectiveness

Additional Descriptors: Research Utilization; Surveys

Identifiers: Federal; Proposal

Three studies will be conducted to identify educational variables which enhance or undermine the employment prospects of disadvantaged youth. In 'School Effectiveness for Employability,' principals, counselors, and teachers in a national sample of high schools will be surveyed to determine the characteristics of schools that have students with good employment-related outcomes in areas such as basic and vocational skills, work attitudes, and labor market

experiences. The 1980 High School and Beyond sample will be augmented with new data to perform this study. 'Ethnography of Employed and Nonemployed Youth' will examine the home and community experiences of those youth. Ethnographic portraits of youth who have never worked and those who regularly hold jobs will be described to provide an analysis of the meaning of work in the lives of these youngsters. The roots of predisposition for and against work will be examined, and an interpretive framework will be provided to explain the patterns of experiences that lead certain youngsters to fulfilling, self-sustaining employment and others to a life of discouragement, nonemployment, criminal behavior, or dependence on public assistance. A set of syntheses for the five-year work effort will be prepared in the 'Synthesis and Dissemination Project.' A fourth policy forum will be developed and conducted to highlight the usefulness of the work, and innovative ways will be developed and carried out for making this research useful to practitioners.

CC030034 Thorne

Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.

Project Director: Miller, Juliet

Organization: Ohio State University, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-84-0004

Funding Period: Start Date 14 Sep 84; End Date 13 Sep 89

Fiscal Year Funding: FY84; $333,000; 14 Sep 84 to 13 Sep 85

Note: Projected monies for continuing years are not included. This activity previously was funded under NIE-400-76-0122 and NIE-400-81-0035.

Descriptors: Career Education; Clearinghouses; Information Dissemination; Information Processing

Additional Descriptors: Adult Education; Educational Resources; Information Retrieval; School Business Relationship; Technical Education

Identifiers: Federal; Proposal

The clearinghouse is responsible for identifying, acquiring, selecting, and processing educational documents and journal articles for inclusion in the ERIC system and for announcing them in 'Resources in Education' (RIE) or 'Current Index to Journals in Education' (CIJE). The scope of the clearinghouse includes adult and continuing education, including adult basic education, extension education, nonformal education, nonwork education, permanent education, recurrent education, staff development and training, educational gerontology, community education, community development, experimental education, military training, and veterans' education. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations, usually related to adult roles (e.g., occupational, family, leisure, citizen, organization, retirement, etc.). All levels of education are included from basic literacy training through professional skill upgrading. The clearinghouse scope also includes career education from preschool through adult, encompassing general employability, adaptability, and promotability skills and community-school system coalitions for work and education. Career education topics included are career awareness exploration, planning and decision making; work habits; work values; job-seeking, -finding, -getting, -holding, and -advancing skills; pay versus nonpay issues; career instructional materials; career resource centers; teacher training in career education; overcoming bias and stereotyping in career choices; parental involvement in career decisions; community involvement in schooling; and experience-based education. Vocational and technical education are represented, including agriculture, business and office training, health, home economics, industrial arts, trade and industrial education, and new and emerging vocational and technical fields for a wide spectrum of high school, postsecondary, adult, and vocational rehabilitation populations. The scope also encompasses criminal justice, including law enforcement, police training, and criminology; manpower economics and manpower programs; comprehensive employment and training; youth employment and unemployment; school-to-work transition; job placement and follow-through; occupational psychology and occupational sociology, job satisfaction; internships, apprenticeships, on-the-job training, and cooperative education; business-industry-labor relationships; and consumer education.

Fund for the Improvement of Postsecondary Education

CC040035 DeMeester

Experienced Workers Retraining Project.

Project Director: Maguire, Mike

Organization: Metropolitan Re-employment Project, 5600 Oakland Avenue, St. Louis, MO 63110

Telephone: (314) 644-9788

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 01

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: G-00-82-01020

Project Number: 1270

Funding Period: Start Date 01 Sep 82; End Date 31 Aug 85

Fiscal Year Funding: FY82; $122,588; 1 Sep 82 to 31 Aug 83. FY83; $154,021; 1 Sep 83 to 31 Aug 84. FY84; $111,000; 1 Sep 84 to 31 Aug 85

Descriptors: Career Change; Retraining; Skill Development; Unemployment

Additional Descriptors: Counseling; Job Development; Job Placement; Job Skills; Mathematics; Reading Skills; Services; Skill Obsolescence; Work Experience Programs

Identifiers: Federal; Proposal

Extending the activities and services of the college's Metropolitan Reemployment Project, project staff will provide two hundred fifty experienced unskilled and semiskilled workers with educational upgrading instruction and retraining for high demand service and technical occupations through intensive vocational skills development. Other participants will be counseled and placed directly in the college's certificate and associate degree programs. Basic skills sessions will be provided, and a three-month program will be designed to help workers adjust to an educational environment, acquire good study habits, and build up deficient skills. Additionally, participants will receive financial planning guidance, work experience, placement services, and supportive counseling services; jobs will be developed for workers' spouses. An advisory committee of representatives from St. Louis business, industry, government, labor, and education will provide guidance in selection and conduct of training activities. Yearly final reports will be delivered.

CC040036 Grason

Adult Literacy Project.

Project Director: David, John

Organization: Center for Adult Education, West Virginia Institute of Technology, Montgomery, WV 25136

Telephone: (304) 442-3157

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 03

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: G008302356

Funding Period: Start Date 15 Aug 83; End Date 14 Aug 85

Fiscal Year Funding: FY83; $90,720; 15 Aug 83 to 14 Aug 84. FY84; $91,420; 15 Aug 84 to 14 Aug 85

Descriptors: Adult Literacy; Program Development; Skill Development

Additional Descriptors: Adult Education; Agency Cooperation; Comprehension; Phonetic Analysis; Postsecondary Education; Student Developed Materials; Word Recognition

Identifiers: Federal; Proposal

A model will be implemented and tested for an adult postsecondary literacy development program using materials in the workplace setting with adult worker groups. In the language experience approach, using learner generated materials concerning contract issues, labor law, economic issues, labor history, and communications, each topic will be approached with a variety of activities addressing the specific literacy skills of phonetic analysis, word recognition, and the three levels of comprehension. Activities will include dictation of experiences, translation of key documents, and development of a workplace alphabet. In addition to the instructional component, the project will involve staff training, transfer of skills, a college ladder program (in which instruction, access, and counseling will be provided for established college courses and programs), evaluation, and development of a manual of project results, including materials used and developed for use in replication. Training adjuncts will be included in the model to continue literacy development in the group once support is withdrawn.

CC040037 Grason

Cascade Small Business Development Center.

Project Director: Delaney, Andrew

Organization: 705 Killingsworth Avenue, Portland, OR 97211

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 01

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: G008302826

Funding Period: Start Date 01 Oct 83; End Date 30 Sep 86

Fiscal Year Funding: FY83; $97,336; 1 Oct 83 to 30 Sep 84. FY84; $62,381; 1 Oct 84 to 30 Sep 85

Note: Projected monies for continuing years are not reflected in the funding information.

Descriptors: Cooperative Programs; Entrepreneurship; Models

Additional Descriptors: Community Colleges; Government School Relationship; Individualized Education; Postsecondary Education; School Business Relationship; School Community Relationship; Technical Education

Identifiers: Federal; Proposal

A nonprofit corporation, the Cascade Business Center Corporation, will create a state and national 'incubator' model, providing a protected environment for twelve to fifteen emerging small businesses at one time. Through a coalition of business, education, and government, each entrepreneur will be provided with below market rent rates; individualized education; a business management development plan; assistance from consultants, a select advisory committee, the Portland Development Commission, the City of Portland Employment and Training Division, and project staff; and a broad range of college services. Entrepreneurs will stay one to three years at the facility, which will be constructed on the Cascade campus.

CC040038 Rolzinski

Educational Bridges to High Technology.

Project Director: Marshak, Celia

Organization: San Diego State University Foundation, 5300 Campanile Drive, San Diego, CA 92182

Telephone: (619) 265-5350

Organization Type: College/University

Geographic Location: Congressional District 41

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: G008302731
Funding Period: Start Date 01 Sep 83; End Date 31 Aug 86
Fiscal Year Funding: FY83; $77,384; 1 Sep 83 to 31 Aug 84. FY84; $66,991; 1 Sep 84 to 31 Aug 85
Note: Projected monies for continuing years are not reflected in the funding information.
Descriptors: Engineers; Program Development; Retraining; Scientists
Additional Descriptors: Chemical Analysis; Graduate Study
Identifiers: Federal; Proposal; *High Technology; Biotechnology; Microelectronics Science; Physical Analysis

Adults in obsolescent scientific and engineering positions will be provided with a coordinated sequence of postgraduate retraining courses that will prepare them for careers in emerging scientific technologies. Two classes of fifty students will be recruited and offered a one-year program of Saturday and evening courses in microelectronics science, electro-optics, biotechnology, or advanced techniques in chemical and physical analysis. Each track will include about twelve short learning modules developed especially for the course and distributed among refresher courses, core curriculum and special studies or electives. Laboratory work will be included when appropriate. An advisory board of industry and faculty representatives will identify technical needs and recommend courses of instruction. The program will be developed during the first year of the grant, offered to students the second year, and refined and offered again the third year. Course materials will be made available to other interested institutions.

CC040039 DeMeester
Implementing an Educational Maintenance Organization.
Project Director: Mills, Peter
Organization: Compact for Lifelong Educational Opportunities, 37 South Sixteenth Street, Philadelphia, PA 19102
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 03
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: G008302357
Funding Period: Start Date 01 Sep 83; End Date 31 Aug 85
Fiscal Year Funding: FY83; $92,931; 1 Sep 83 to 31 Aug 84. FY84; $93,120; 1 Sep 84 to 31 Aug 85
Descriptors: Agency Cooperation; Labor Force; School Business Relationship
Additional Descriptors: Access to Education; Career Counseling; Consortia; Educational Counseling; Higher Education; Models; Postsecondary Education
Identifiers: Federal; Proposal

Compact for Lifelong Educational Opportunities (CLEO), a consortium of thirty-four postsecondary institutions in southeast Pennsylvania, will develop three Educational Maintenance Organization (EMO) models: one in an industrial park, one in a single major company, and one with a major association such as the Chamber of Commerce in a center city area. Each site will provide services to employees/workers: hotline information on all courses and programs in the Delaware Valley, academic and career counseling, and assessment of prior learning. Also, the resources of CLEO's member colleges and universities will be available to employers: consultation, brokering for courses, seminars, workshops, research, instructional design, etc. Corporations will prepay for the ongoing, on-site provision of a variety of services. Companies will be able to shift some of their human resource management and training to the EMO organization, colleges will gain the understanding and experience to become primary providers of educational services to the business world, and learners will gain access to learning resources appropriate to achieving their personal and career goals.

CC040040 Grason
Preparing for High Tech Careers.
Project Director: Langer, Victor
Organization: Milwaukee Area Technical College, 1015 North Sixth Street, Milwaukee, WI 53203
Telephone: (414) 278-6247
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 05
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: G008302725
Funding Period: Start Date 01 Aug 83; End Date 31 Jul 86
Fiscal Year Funding: FY83; $100,000; 1 Aug 83 to 31 Jul 84. FY84; $101,000; 1 Aug 84 to 31 Jul 85
Note: Projected monies for continuing years are not reflected in the funding information.
Descriptors: Automation; Curriculum Development; Improvement; Job Analysis; Resource Centers; Skills; Teacher Improvement
Additional Descriptors: Computer Programs; Curriculum Design; Electrical Systems; Information Processing; Information Dissemination; Manufacturing
Identifiers: Federal; Proposal; Computer Assisted Design

Automation skills required in auto manufacturing, electrical design, and information management will be identified. New curriculum then will be designed and existing curriculum modified, including courseware and software, to update current industry and education employees. Over 50 faculty members and 500 students per year will be upgraded at each of two new resource centers planned, each focusing on automatic graphics communication and flexible manufacturing systems. A steering committee of business, industry, and educational leaders will oversee development of the centers and will evaluate the project. Courseware and software will be disseminated nationally.

CC040041 DeMeester
Private Industry Council (PIC)—Higher Education Collaboration.
Project Director: Knight, Robert; Fox, Shirley
Organization: National Association of Private Industry Councils, 2001 S Street, NW, Suite 500, Washington, DC 20009
Telephone: (202) 223-5640
Organization Type: National/Federal Education Agency
Geographic Location: Congressional District AL
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: G008302733
Funding Period: Start Date 01 Sep 83; End Date 31 Aug 85
Fiscal Year Funding: FY83; $50,175; 1 Sep 83 to 31 Aug 84. FY84; $67,338; 1 Sep 84 to 31 Aug 85
Descriptors: Cooperative Programs; Job Training; Program Development; Program Implementation; Retraining; School Business Relationship
Additional Descriptors: Agency Cooperation; Higher Education; Information Dissemination; Postsecondary Education; Workshops
Identifiers: Federal; Proposal; *Private Industry Councils

Five private industry councils will be selected to collaborate with their local postsecondary eductional institutions to plan and implement job training programs, especially for retraining of dislocated workers. Activities to facilitate the partnership will include three workshops (orientation and strategy development, technical assistance, and information sharing on the products), on-site technical assistance, and case studies for dissemination. Collaboration models that can be shared nationwide will result, and postsecondary education will be involved in developing a comprehensive approach to labor market analysis to assist public and program policy. Products will be disseminated to institutions of higher education.

CC040042 Rolzinski
READI (Rural Education/Adult Development in Idaho).
Project Director: Emery, Mary
Organization: Agriculture Community Center, Moscow, ID 83843
Telephone: (208) 885-6616
Organization Type: College/University
Geographic Location: Congressional District 01

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: G008302825
Funding Period: Start Date 01 Oct 81; End Date 30 Sep 86
Fiscal Year Funding: FY83; $86,098; 1 Oct 83 to 30 Sep 84. FY84; $97,090; 1 Oct 84 to 30 Sep 85
Note: Projected monies for continuing years are not reflected in the funding information.
Descriptors: Computer Literacy; Curriculum Development; Delivery Systems; Learning Readiness; Rural Education
Additional Descriptors: Adult Education; Advisory Committees; Community Involvement; Cooperative Programs; Readiness; School Business Relationship; School Community Relationship
Identifiers: Federal; Proposal

A curriculum to teach computer literacy to rural adults will be designed, tested, and evaluated, and a delivery system appropriate for teaching in rural communities will be developed. Advisory boards of the Idaho Cooperative Extension Service (ICES) and university faculty, rural adults, and representatives of local industries will be established to develop policy and procedures and to evaluate the project. The curriculum developed will include a math readiness course for math concepts, solving, and manipulation skills; a language readiness course to improve logical thinking and communication skills involved in information processing; and a computer literacy course for basic terminology and elementary programming. All materials will promote a positive image of rural life and values. The cooperative, community-based mode of service delivery will involve ICES faculty, supervising teachers, and project-trained peer teachers.

CC040043 Grason
Worker Education for the 80's.
Project Director: Derber, Charles
Organization: Boston College, Department of Sociology, Chestnut Hill, MA 02167
Telephone: (617) 552-4048
Organization Type: College/University
Geographic Location: Congressional District 04
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: G008302823
Funding Period: Start Date 01 Sep 83; End Date 31 Aug 86
Fiscal Year Funding: FY83; $82,881; 1 Sep 83 to 31 Aug 84. FY84; $91,792; 1 Sep 84 to 31 Aug 85
Note: Projected monies for continuing years are not reflected in the funding information.
Descriptors: Career Counseling; Cooperative Programs; Labor Education; Occupational Information; School Business Relationship
Additional Descriptors: Career Change; Career Planning; Program Development; Retraining
Identifiers: Federal; Proposal

In this joint university-labor federation project, workers in industries experiencing major structural change and dislocation will be provided with new knowledge about the changing economy that will enable them to make more informed career choices. Industrial forums and educational advising will be established in eleven local union affiliates of the Massachusetts AFL-CIO to provide career planning education, career development education to learn specific new skills, and help in identifying the schools and programs where such skills can be learned. Project staff, including Boston College faculty (in both the Program on Social Economy and the School of Management) and officials from the state labor federation and participating locals, will prepare industrial and regional profiles (specifying job trends and prospects in each worker's industry and other regional industries) and an educational directory of resources and programs for training and retraining. Project effectiveness will be assessed by measuring the usefulness of different kinds of information presented in the forums and the effectiveness of the advisors, as indicated by the number of advisees who are effectively linked to new education and training programs.

Office of Special Education and Rehabilitative Services

CC050019 Dittmann

Employment Status and Transitional Service Needs of Secondary Age Level Learning Disabled Students.

Project Director: Zigmond, Naomi

Organization: University of Pittsburgh, Office of Research, 200 Gardner Steel Building, Pittsburgh, PA 15260

Organization Type: College/University

Geographic Location: Congressional District 14

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008302266

Funding Period: Start Date 01 Jan 84; End Date 01 Jul 86

Fiscal Year Funding: FY83; $99,997; 01 Jan 84 to 01 Jul 86

Note: Monies allocated in FY 1983 will fund the project through July 1, 1986.

Descriptors: Ancillary School Services; Education Work Relationship; Followup Studies; Learning Disabilities; Research

Additional Descriptors: Data Collection; Dropout Rate; Employment Statistics; Literacy; Urban Education

Identifiers: Federal; Proposal

The nature of services needed by the learning disabled to make a successful transition from school to employment will be studied. Information will be gathered on the graduation class of 1982 of a large urban school district relative to learning disabled dropout rates, employment rates, and literacy levels.

CC050027 Dittmann

Study of a New Instrument for Assessing and Profiling Vocational Decision-making Problems of Handicapped Students.

Project Director: Coker, Charles

Organization: University of Wisconsin—Stout, Vocational Rehabilitation Institute, Menomonie, WI 54751

Organization Type: College/University

Geographic Location: Congressional District 03

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008300030

Funding Period: Start Date 01 Mar 83; End Date 28 Feb 85

Fiscal Year Funding: FY83; $69,313; 1 Mar 83 to 29 Feb 84. FY84; $70,444; 1 Mar 84 to 28 Feb 85

Note: Projected monies for continuing years are not included in the funding information.

Descriptors: Decision Making; Decision Making Skills; Disabilities; Evaluation Methods

Additional Descriptors: Interviews; Validity

Identifiers: Federal; Proposal; *Decision Making Interview

The vocational Decision Making Interview will be refined and its reliability and validity deomonstrated in educational settings with handicapped students.

CC050028 Halloran

Service Demonstration Project: On-Site Employment Training for Handicapped Students Ages 17-22.

Project Director: Gaylord-Ross, Robert

Organization: Richmond Unified School District, Special Services Division, 1108 Bissell Avenue, Richmond, CA 94804

Telephone: (415) 234-3825

Organization Type: Local Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430117

Project Number: 158AH40114

Funding Period: Start Date 01 Jan 85; End Date 31 Dec 87

Fiscal Year Funding: FY 84; 203234; 1Jan85; 31Dec85

Note: This project is expected to receive $155,148 in supplemental funds.

Descriptors: Demonstration Programs; Interpersonal Competence; Job Placement; Job Skills; Job Training; Mild Disabilities; On the Job Training; Self Evaluation Individuals; Severe Disabilities; Young Adults

Additional Descriptors: Career Education; Guides; Job Analysis; Occupational Information; Role Models; Student Motivation; Task Analysis

Identifiers: Federal; Proposal

A placement and training program designed to maintain long term placement will be developed for mildly to severely handicapped youth. Two hundred youth (17-22 years old) will be placed on jobs and trained to job specification identified by job analysis. Trainer-advocates will use applied behavior analysis featuring task analysis for social and job skills. Trainees will be taught to record their performance, and supervision will be withdrawn gradually. A career education role modeling procedure with successful disabled workers will be used to increase trainee motivation. A handbook of project procedures and conference presentations will be developed.

CC050029 Halloran

Secondary Education and Transitional Services for Handicapped Youth.

Project Director: Hulbert, Daniel R.

Organization: Whittier Union High School District, Career Assessment and Placement Center, 9401 South Painter, Whittier, CA 90605

Telephone: (213) 698-8121

Organization Type: Local Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430105

Project Number: 158AH40116

Funding Period: Start Date 01 Jan 85; End Date 31 Dec 87

Fiscal Year Funding: FY 84; 220074; 1Jan85; 31Dec85

Note: This project is expected to receive $103,000 in supplemental funds.

Descriptors: Career Counseling; Daily Living Skills; Disabilities; Education Work Relationship; Family Involvement; Individualized Education Programs; Intervention; Job Development; Job Placement; Vocational Evaluation

Additional Descriptors: Delivery Systems; Guides; Secondary Education; Work Attitudes

Identifiers: Federal; Proposal

Secondary handicapped youth will be assisted in the school to work transition through expanded services at the Career Assessment and Placement Center. Each year, 415 students will receive services including appropriate identification, intervention, IEP (individualized education programs) development, supplementing services, and parent-family participation. Five manuals of dissemination materials intended to facilitate project replication will be compiled and field-tested. The manuals will cover vocational evaluation; work adjustment; employment preparation, job development, and job placement; vocational counseling; and independent living skills.

CC050030 Halloran

Service Demonstration Models: Comprehensive Transition Training for Severely Handicapped Students.

Project Director: Mithaug, Dennis

Organization: University of Colorado, School of Education, PO Box 7150, Colorado Springs, CO 80933

Telephone: (303) 593-3114

Organization Type: College/University

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430114

Project Number: 158AH40080

Funding Period: Start Date 01 Jan 85; End Date 31 Dec 87

Fiscal Year Funding: FY 84; 230122

Note: This project is expected to receive $134,792 in supplemental funds.

Descriptors: Adolescents; Daily Living Skills; Demonstration Programs; Education Work Relationship; Job Skills; Job Training; Moderate Mental Retardation; Severe Disabilities; Severe Mental Retardation; Young Adults

Additional Descriptors: Guides; Inservice Teacher Education; Program Implementation; Teacher Workshops

Identifiers: Federal; Proposal; *Independent Living

Fifty moderately to profoundly retarded students (14-22 years old) will be trained in independent functioning in school, independent living, supported work, and competitive employment. Objective criteria will be identified for movement into supported and/or competitive work environments. A project manual will be produced detailing implementation procedures. Inservice workshops will be held demonstrating the model's methods, materials, and strategies.

CC050031 Halloran

Service Demonstration Model: City Lights Project to Assist Emotionally and Educationally Handicapped Youth Transition from School to Work and from Dependence to Independence.

Project Director: L'Homme, Bertrand P.

Organization: Academy for Educational Development, 1255 Twenty-third Street, NW, Washington, DC 20037

Telephone: (202) 862-1900

Organization Type: Local Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430107

Project Number: 158AH40029

Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87

Fiscal Year Funding: FY 84; 207082; 1Oct84; 30Sep85

Descriptors: Agency Cooperation; Cooperative Planning; Demonstration Programs; Education Work Relationship; Educationally Disadvantaged; Emotional Disturbances; Program Development; Severe Disabilities; Services

Additional Descriptors: Academic Achievement; Computer Software; Counseling Services; Daily Living Skills; Job Placement; Urban Programs; Work Study Programs

Identifiers: Federal; Proposal; *Independent Living

The demonstration program, developed within an existing urban day program, will assist 40 seriously emotionally and educationally handicapped students. Instructional software, the text, and audiovisual materials from the existing program will be employed to increase academic and functional competency. Collaborative arrangements with local agencies will be negotiated for transitional support services to program graduates. A work-study program will be implemented, work sites established, and students placed in paid employment. Student and family therapy also will be provided. Project evaluation reports, journal articles, and conference presentations will be prepared.

CC050032 Halloran

International Association of Machinists and Aerospace Workers: National Demonstration Model for Transitional Services for Handicapped Youth.

Project Director: Bradford, Charles

Organization: The International Association of Machinists, Apprenticeship, Employment, 1300 Connecticut Avenue, NW, Washington, DC 20036

Telephone: (202) 857-5173

Organization Type: International Education Organization

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430108

Project Number: 158AH40031

Funding Period: Start Date 01 Nov 84; End Date 31 Oct 87

Fiscal Year Funding: FY 84; 209988; 1Nov84; 31Oct85

Note: This project is expected to receive $104,994 in supplemental funds.

Descriptors: Demonstration Programs; Disabilities; Education Work Relationship; Job Placement; Models; On the Job Training; Work Experience Programs; Unions

Additional Descriptors: Community Involvement; Followup Studies; Public Agencies; Rehabilitation Programs; School Business Relationship; Speeches

Identifiers: Federal; Proposal

Disabled students will be assisted in the classroom to workplace transition through (1) vocational and on-the-job training (OJT), (2) work experience opportunities, (3) job placement for 50 students following OJT, and (4) on-site follow-up of participants and employers. These services will be made possible through cooperation with the Projects with Industry network (local employers and unions) and with local education and rehabilitation agencies. Articles about the project will be written for professional and business publications, and conferences and seminar presentations will be given.

CC050033 Halloran

Service Demonstration Model: Secondary School/Post Training—Employment Transition Service Demonstration Model Project for Handicapped Students.

Project Director: Stodden, Robert

Organization: University of Hawaii, Department of Special Education, 2444 Dole Street, Honolulu, HI 96822

Telephone: (808) 948-7956

Organization Type: College/University

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430118

Project Number: 158AH40135

Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87

Fiscal Year Funding: FY 84; 243128; 1Oct84; 30Sep85

Note: This project is expected to receive $121,564 in supplemental funds.

Descriptors: Attitude Change; Community Services; Counseling; Education Work Relationship; On the Job Training; Public Agencies

Additional Descriptors: Community Involvement; Family-Involvement. Guides. Habit-Formation. Individualized-Education-Programs. Interpersonal-Competence. Job-Skills. Postsecondary-Education. Problem-Solving. School-Community-Relationship. Secondary-Education. Work-Study-Programs. Young-Adults

Identifiers: Federal; Proposal

The availability and quality of transition services for moderately handicapped students will be increased through systematic case management; handicapped students will be prepared for transition, and service providers will be prepared for acceptance of handicapped students. Job coaches will provide more than thirty students 15-22 years old with on-the-job training and counseling in work skills, habits, problem solving, and interpersonal communication. Family-employer liaisons and community-school representatives will focus on school individualized education program transition planning, work-study participation, and postsecondary vocational program coordination. Secondary school curriculum will be modified based on criteria of ultimate functioning. Products will include brochures, procedural guides for transition and for parents, adult services resource guides,

inservice training materials, vocational curriculum task adaptations, and an assessment instrument to define compatibility variables in secondary and postsecondary environments.

CC050034 Halloran

Community-based Model for Public School Exit and Transition to Employment.

Project Director: Rieth, Herbert

Organization: Indiana University Foundation, PO Box 1847, Bloomington, IN 47403

Telephone: (812) 335-8330

Organization Type: College/University

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430112

Project Number: 158AH40066

Funding Period: Start Date 01 Nov 84; End Date 31 Oct 87

Fiscal Year Funding: FY 84; 19326; 1Nov84; 31Oct85

Note: This project is expected to receive $96,630 in supplemental funds.

Descriptors: Community Programs; Education Work Relationship; Individualized Instruction; Interpersonal Competence; Job Skills; Job Training; Moderate Mental Retardation; Rehabilitation Centers; Severe Mental Retardation; Tenure; Young Adults

Additional Descriptors: Program Development; Program Validation; Special Education

Identifiers: Federal; Proposal

Moderately and severely mentally disabled youth (16-22 years of age) will receive job training skills and job-keeping skills through a transitional service rehabilitation center. Specific job and interpersonal skills needed in identified jobs will be determined. A training sequence will be identified and validated that specifies the roles of special education and the center. Also, individualized training programs will be implemented. Conference presentations and articles for publication will be developed.

CC050035 Halloran

Service Demonstration Model: Refine, Validate, and Disseminate for Replication a Postsecondary Project Serving Autistic Persons in Nonsheltered Community Work Environments.

Project Director: Juhrs, Patricia

Organization: Community Services for Autistic Adults and Children, Inc., 751 Twinbrook Parkway, Rockville, MD 20851

Telephone: (301) 762-1650

Organization Type: Public Sector Organization

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430115

Project Number: 158AH40081

Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87

Fiscal Year Funding: FY 84; 187062; 1Oct84; 30Sep85

Note: This project is expected to receive $100,000 in supplemental funds.

Descriptors: Autism; Education Work Relationship; Interpersonal Competence; Job Skills; On the Job Training; Travel Training

Additional Descriptors: Behavior Disorders; Community Education; Community Involvement; Daily Living Skills; Family Involvement; Films; Group Homes; Guides; Intervention; Skill Development

Identifiers: Federal; Proposal

The model program developed and validated will provide transitional school to work services to 43 autistic adolescents and adults. The subjects will be placed directly into community competitive job sites and given on-the-job instruction in necessary travel, interpersonal, and vocational skills. Training also will be provided in daily living skills in the community-based group home and in the community itself. Supportive services will be faded gradually, although job performance will be monitored. Parent and sibling involvement on the interdisciplinary team will be encouraged and families provided with specific training regarding clients. A film will be produced showing effective educational and behavioral intervention leading to successful employment. Handbooks also will be produced on a nonsheltered training model, incentives to employers, job placement procedures, and methods for implementing the model.

CC050036 Halloran

A Continuum of Coordinated Transition Services for the Developmentally Disabled in a Large Rural Area.

Project Director: Tompkins-McGill, Patricia

Organization: Las Cumbres Learning Services, Inc., PO Box 663, Los Alamos, NM 87544

Telephone: (505) 662-4323

Organization Type: Local Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430111

Project Number: 158AH40059

Funding Period: Start Date 01 Nov 84; End Date 31 Oct 87

Fiscal Year Funding: FY 84; 19693; 1Nov84; 31Oct85

Note: This project is expected to receive $110,000 in supplemental funds.

Descriptors: Curriculum Development; Developmental Disabilities; Economically Disadvantaged; Education Work Relationship; Job Placement; Job Training; Rural Areas; Spanish; Vocational Evaluation; Young Adults

Additional Descriptors: Bilingual Education; Bilingual Instructional Materials; Community Education; Community Services; Daily Living Skills; Family Involvement; Material Development; Needs Assessment; Secondary Education

Identifiers: Federal; Proposal; *Independent Living

Transition services will be developed to promote competitive and supported jobs for developmentally disabled secondary and post-school age youth residing in a rural, socioeconomically depressed area. Services will include: public awareness, education, and needs assessment; vocational assessment/evaluation; bilingual vocational training curricula; ongoing vocational training; ongoing paid employment in a regular work setting; independent and semi-independent living, and support services to families. Conference presentations, articles for professional publications, and training curriculum in English and Spanish will be produced.

CC050037 Halloran

Transition of Severely Disabled Youth from School to Work: A Demonstration Model.

Project Director: Gentile, Frank

Organization: Human Resources Center, Vocational Rehabilitation Services, IU Willetts Road, Albertson, NY 11507

Telephone: (516) 747-5400

Organization Type: Public Sector Organization

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430110

Project Number: 158AH40050

Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87

Fiscal Year Funding: FY 84; 199428; 1Oct84; 30Sep85

Descriptors: Career Awareness; Community Services; Education Work Relationships. Guidance-Programs. Interpersonal-Competence. Job-Search-Methods. Job-Skills. Models. Noncollege-Bound-Students. Nonprofit-Organizations. Rehabilitation-Programs. Severe-Disabilities. Vocational-Evaluations. Work-Experience-Programs

Additional Descriptors: Advisory Committees; Demonstration Programs; Group Counseling; Job Training; Mentors; Skill Development

Identifiers: Federal; Proposal; Job Shadowing; Speakers Bureaus

A nonprofit vocational rehabilitation agency will serve as a 'broker' of employment-directed community services to noncollege bound severely disabled youth. Services will include vocational evaluations, group guidance, site visits to employers, job skills

training, social skills training, speakers' bureau/career awareness programs, shadowing experiences, job hunting skills training, and work experience programs. This model will incorporate employers' early involvement in advisory councils, speakers' bureaus, and mentorships. A final report will be delivered.

CC050038 Halloran

Service Demonstration Model: Project Employment—A Pilot Program to Facilitate Competitive Employment for Young Adults in New York City.
Project Director: Catapano, Patricia M.
Organization: Young Adult Institute and Workshop, 460 West Thirty-fourth Street, New York, NY 10001
Telephone: (212) 563-7474
Organization Type: Local Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430119
Project Number: 158AH40149
Funding Period: Start Date 06 Dec 84; End Date 05 Dec 87
Fiscal Year Funding: FY 84; 20660; 6Dec84; 05Dec85
Note: This project is expected to receive $103,300 in supplemental funds.
Descriptors: Demonstration Programs; Developmental Disabilities; Education Work Relationship; Job Placement; Models; Pilot Projects; Young Adults
Additional Descriptors: Community Involvement; Curriculum Development; Needs Assessment; Public Agencies; School Business Relationship; School Community Relationship; Secondary Education
Identifiers: Federal; Proposal

Approximately 10-20 developmentally disabled young adults will gain employment as a result of a school-to-work transition project. Liaisons will be established between secondary education settings, service providers, and prospective employers. A needs assessment and curriculum will be developed for use in the transitional program and a job placement bureau established. Conference presentations and publications will be developed.

CC050039 Halloran

The Electronics Industry Enclave Project: A Service Demonstration Model for Postsecondary Individuals with Severe Handicaps.
Project Director: Rhodes, Larry
Organization: University of Oregon, Specialized Training Program, Education Building, Eugene, OR 97403
Telephone: (503) 686-5311
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430116
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY 84; 185716; 1Oct84; 30Sep85
Note: This project is expected to receive $105,741 in supplemental funds.
Descriptors: Demonstration Programs; Electronics Industry; Job Placement; Moderate Mental Retardation; Models; Services; Severe Mental Retardation; Tenure; Young Adults
Additional Descriptors: Guides; Job Performance; Job Skills; Intervention; Instructional Materials; Job Training; Personnel Evaluation; Postsecondary Education; Productivity; Program Implementation; Skill Development
Identifiers: Federal; Proposal

Moderately to severely mentally retarded young adults will be employed in regular industry worksites upon school graduation. This electronics industry model will feature a third-party management strategy, industrial support, training interventions to increase job skills and behaviors, and evaluation in terms of productivity and costs of employment support. At least 16 persons will be placed in jobs and will receive job supports and required skills in the model program which will be replicated and field-tested in two other sites. An operations manual for establishing and maintaining a group of severely handicapped workers within a private industry setting will be written, along with training materials for replication and reports journals. Presentations will be made at conferences.

CC050040 Halloran

Service Demonstration Model: Competitive Employment for Mentally Retarded Young Adults.
Project Director: Wehman, Paul
Organization: Virginia Commonwealth University School of Education, MCV Box 568, Richmond, VA 23298
Telephone: (804) 257-1851
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430106
Project Number: 15AH40020
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY 84; 242562; 1Oct84; 30Sep85
Note: This project is expected to receive $179,844 in supplemental funds.
Descriptors: Job Placement; Mild Mental Retardation; Models; Severe Mental Retardation; Services; Tenure; Young Adults
Additional Descriptors: Advocacy; Audiotape Recordings; Interpersonal Competence; On the Job Training; Parent Participation; Slides; Vocational Evaluation; Vocational Followup
Identifiers: Federal; Proposal

A supported work model and model individual transition plans will be developed for 50 mildly to severely mentally retarded youth. Sixteen to eighteen subjects per year will be placed in competitive employment and demonstrate a 50-75 percent job retention rate. Components of the supported work approach will include job placement (including parent involvement in appropriate job identification), job site training and advocacy (including behavior and social skill training), ongoing assessment (with employer feedback and student performance data), and follow-up and retention (including reduction of staff intervention at job site). Brochures, journal articles, and a project monograph will be written. Additionally, a slide-tape training program will be produced, and presentations will be prepared for professional conferences.

CC050041 Halloran

Service Demonstration Model: A National Project to Develop Transition Models for Rural Individuals with Disabilities.
Project Director: Helge, Doris
Organization: American Council on Rural Special Education, Western Washington University, Bellingham, WA 98225
Telephone: (206) 676-3000
Organization Type: National/Federal Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430113
Project Number: 158AH40071
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY 84; 195426; 1Oct84; 30Sep85
Note: This project is expected to receive $90,000 in supplemental funds.
Descriptors: Attitude Change; Community Involvement; Education Work Relationship; Employment Opportunities; Models; Parent Participation; Rural Schools
Additional Descriptors: Brochures; Community Support; Employers; Parent School Relationship; School Business Relationship; School Community Relationship; Social Support Groups
Identifiers: Federal; Proposal

The model for effective transition from school to work and community settings will be developed using 13 sites of the National Rural Independent Living Network and 100 geographically diverse rural school systems affiliated with the American Council on Rural Special Education. Partnerships will be created among schools, parents, community groups, and businesses to enhance employment

opportunities, and activities to change attitudes will be directed toward communities and employers. Also, a community advisory group will provide input to vocational curricula, and effective rural transition models will be identified and disseminated. Finally, parents and businesses will develop family and community support systems. Products will include a report of processes effective in different rural subcultures, a booklet on transition resources, and a booklet on motivating rural businesses to hire disabled workers.

CC050042 Halloran

Project Transition—Five Phase Vocational Sequence Addressing the Needs of Handicapped Dropouts and High Risk Secondary Level Students.

Project Director: Cox, Linda

Organization: Seattle School District #1, 815 Fourth Avenue, N, Seattle, WA 98109

Telephone: (206) 587-5107

Organization Type: Local Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430109

Project Number: 158AH40035

Funding Period: Start Date 01 Jan 84; End Date 31 Dec 87

Fiscal Year Funding: FY 84; 195846; 1Jan85; 31Dec85

Descriptors: Career Development; Career Exploration; Disabilities; Dropout Prevention; Dropouts; Education Work Relationship; Job Placement; Job Training; Potential Dropouts

Additional Descriptors: Career Choice; Competency Based Education; Graduation Requirements; High School Equivalency Programs; Secondary Education; Vocational Follow-up

Identifiers: Federal; Proposal

Handicapped secondary students (dropouts or potential dropouts) will be provided with a competency-based career/vocational sequence to help with job placement or completion of high school. The career preparation sequence will include (1) assessment, work adjustment; (2) career exploration, initial vocational training; (3) career preparation; (4) job placement; and (5) follow-up, maintenance. Presentations to professional organizations will be prepared, and articles written for publication in professional journals.

CC050043 Halloran

The Continuing Education Project: A Realistic Transition Model.

Project Director: Affleck, James Q.

Organization: University of Washington, College of Education, Experimental Education Unit, Seattle, WA 98195

Telephone: (206) 543-1827

Organization Type: College/University

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430120

Project Number: 15AH40155

Funding Period: Start Date 01 Jan 84; End Date 31 Dec 87

Fiscal Year Funding: FY 84; 203464; 1Jan85; 31Dec86

Note: This project is expected to receive $127,935 in supplemental funds.

Descriptors: Continuing Education; Disabilities; Education Work Relationship; Evening Programs; Individualized Education Programs; Job Search Methods; Vocational Evaluation; Work Study Programs; Young Adults

Additional Descriptors: Daily Living Skills; Discussion; Learning Activities; Mild Mental Retardation; Moderate Mental Retardation; Problem Solving; Tenure

Identifiers: Federal; Proposal

The adult continuing education model based on daytime employment and a night school curriculum will be developed to assist handicapped secondary students, ages 19-21 in making the transition from school to work. Fifteen mildly to moderately mentally retarded students who have parental consent and are within one year of exiting the public school system will be the initial population for development and refinement of the model, which subsequently will be replicated and refined. Comprehensive vocational evaluations and individualized education program goals and objectives will be completed for each student, who must have and keep at least part-time employment during the day. The night school curriculum developed by the project will consist of planned lessons and activities dealing with independent living skills and job-seeking and maintenance skills, as well as discussions of immediate work-related problems encountered during the day. A procedural manual for replication will be produced.

CC050044 Fein

Cooperative Models for Planning and Developing Transitional Services: The Sonoma County Transition Project.

Project Director: Anderson, Margaret

Organization: North Bay Developmental Disabilities Services, Inc., North Bay Regional Center, 790 Sonoma Avenue, Santa Rosa, CA 95404

Telephone: (707) 528-6161

Organization Type: Intermediate Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430132

Project Number: 158BH40050

Funding Period: Start Date 01 Jan 84; End Date 31 Dec 86

Fiscal Year Funding: FY 84; 148902; 1Jan85; 31Dec85

Descriptors: Agency Cooperation; Cooperative Planning; Education Work Relationship; Models; Severe Disabilities; Systems Development; Young Adults

Additional Descriptors: Adjustment To Environment; Advocacy; Community Support; Program Development; State Programs

Identifiers: Federal; Proposal

Severely handicapped youth 16-21 years old will receive assistance in the transition from school to competitive or supportive environments. The model developed will address interagency cooperation and individual transition planning. A coordinating council will promote active involvement of all appropriate agencies in joint planning activities. Working agreements, an individualized transition process, and training modules will be developed for statewide use. The model then will be implemented and field-tested with 13 students. Training materials will be produced on transition planning procedures, current vocational education technology, parent and care provider support and advocacy, community and employer contact and support, and local resources.

CC050045 Fein

A Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth.

Project Director: Murphy, Thomas J.

Organization: Santa Barbara High School District, 723 East Cota Street, Santa Barbara, CA 93103

Telephone: (805) 963-4331

Organization Type: Local Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430134

Funding Period: Start Date 01 Jan 84; End Date 31 Dec 86

Fiscal Year Funding: FY 84; 14964; 1Jan85; 31Dec85

Descriptors: Agency Cooperation; Ancillary School Services; Community Services; Community Support; Cooperative Planning; Disabilities; Education Work Relationship; Models; Program Development; Program Implementation

Additional Descriptors: Counseling; Employment Potential; Guides; High School Students; Job Placement; Job Shadowing; Junior High School Students; Modules

Identifiers: Federal; Proposal

A cooperative model will be developed and implemented for building interagency partnerships and providing in-school transitional services to handicapped junior and senior high school students, as well as follow-up support after they leave school. Working with parents and handicapped students, the cooperative will be composed of

representatives from community service agencies, secondary and postsecondary education and continuing education services, and local business and community leaders. Assisted by members of the cooperative, a school-focused collaboration process will be implemented for reviewing and improving the employability curriculum, integrating support services, and providing and monitoring work training and experience. Intensive skill application training will be provided for parents, school staff, and volunteer senior citizens to prepare them to deliver job advocacy, job placement, job shadowing, and transition counseling services. A core postsecondary transition team within the cooperative will plan and provide support and follow-up services. Products will include three training modules targeted for parents, volunteer senior citizens, and community members; a secondary employability curriculum planning and implementation guide; and a cooperative transitional services model planning and implementation guide.

CC050046 Fein

Planning and Developing Cooperative Transitional Services for the Handicapped in Connecticut.

Project Director: Aronson, Lorraine

Organization: Connecticut State Department of Education, Office of the Deputy Commissioner, PO Box 2219, Hartford, CT 06145

Telephone: (203) 566-8888

Organization Type: State Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430133

Funding Period: Start Date 01 Oct 84; End Date 30 Sep 86

Fiscal Year Funding: FY84; $127,500; 1 Oct 84 to 30 Sep 85

Descriptors: Agency Cooperation; Cooperative Planning; Delivery Systems; Disabilities; Education Work Relationship; Public Agencies; Systems Development

Additional Descriptors: Guidance; Inservice Training; Services; Special Education; Special Education Teachers; State Agencies; Technical Assistance; Young Adults

Identifiers: Federal; Proposal

A school to work transition process involving coordination of state and local service providers will be developed and implemented for special needs students. The process will feature local and regional agency teamwork in guidance, training, and transitional support services for young adults with special needs. Inservice training and technical assistance will be provided to special education instructors, guidance personnel, parents, adult education program directors, rehabilitation officials, employment and training service personnel, and others. Inservice training manuals and reports of project results will be produced.

CC050047 Fein

Division of Vocational Rehabilitation/Department of Public Instruction (DVR/DPI) Model Transition Program: A Program to Coordinate the Services of the DVR and the DPI to Effectuate a Smooth Transition from School to Employment.

Project Director: Snyder, Robert

Organization: Department of Labor, 820 French Street, Seventh Floor, Wilmington, DE 19801

Telephone: (302) 571-3910

Organization Type: State Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430130

Project Number: 158BH40026

Funding Period: Start Date 01 Oct 84; End Date 30 Sep 86

Fiscal Year Funding: FY84; $143,968; 1 Oct 84 to 30 Sep 85

Descriptors: Agency Cooperation; Cooperative Planning; Disabilities; Education Work Relationship; Employment Potential; Models; Public Agencies

Additional Descriptors: Individualized-Education-Programs. Inservice-Education. Job-Training. Learning-Modules. Rehabilitation-Programs. Rural-Environment. Suburban-Environment. Training-Methods. Urban-Environment. Vocational-Evaluation. Young-Adults

Identifiers: Federal; Proposal

A model will be developed for interagency coordination of services (among home, school, and community agencies) that will better prepare handicapped youth in Delaware (ages 15-21) to move from school to work. Activities will occur at each of five model sites that represent various types of community environments and whose students include the majority of handicapping conditions. A site-specific model will be developed and implemented that integrates the individualized education program and the individual written rehabilitation program (IWRP) into a single coordinated effort. Staff inservice training modules will be developed to increase awareness of staff responsibilities and of the skills and behaviors needed to increase employability of handicapped people. Vocational assessment and training procedures will be adapted and developed. Finally, an in-depth study of available programs and job sites will be developed that relates to the training and possible employment of handicapped persons. Presentations will be made at national and regional conferences.

CC050048 Fein

International Association of Machinists and Aerospace Workers National Cooperative Model for Transitional Services for Handicapped Youth.

Project Director: Bradford, Charles E.

Organization: International Association of Machinists and Aerospace Workers, Apprenticeship, Employment, and Training Department, 1300 Connecticut Avenue, NW, Washington, DC 20036

Telephone: (202) 857-5173

Organization Type: International Education Organization

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430128

Project Number: 158BH40009

Funding Period: Start Date 01 Nov 84; End Date 31 Oct 86

Fiscal Year Funding: FY 84; 14697; 1Nov84; 31Oct85

Descriptors: Agency Cooperation; Cooperative Planning; Coordination; Disabilities; Education Work Relationship; Job Placement; Job Training; School Business Relationship; Services; Vocational Rehabilitation

Additional Descriptors: On the Job Training; Secondary Education; Unions; Work Experience Programs

Identifiers: Federal; Proposal

A vocational training and job placement program that demonstrates a unified and coordinated approach among business, industry, labor, local education agencies, and rehabilitation systems will be planned, established, and developed for secondary level handicapped youth. During its first year, the project will demonstrate the capacity of the International Association of Machinists/Project with Industry (IAM/PWI) partnership to generate work experience opportunities for 60 program participants and to place 40 of them in competitive employment in the private sector. Program participants will be identified through an outreach program of visiting schools and other facilities serving the handicapped. Client services will include (1) intake (identification of job readiness, educational background, special needs), (2) diagnostic assessment and development of a personal vocational training and job placement plan, (3) placement (including on-the-job training), and (4) follow-up support services. Services will be coordinated with local components of public employment sources, public education, and vocational rehabilitation. Machinist union resources will be used to generate employer interest and support for the program.

CC050049 Fein

National Transition Program Support System.

Project Director: Galloway, James R.

Organization: National Association of State Directors of Special Education, 1201 Sixteenth Street, NW, Suite 404E, Washington, DC 20036

Telephone: (202) 822-7932

Organization Type: National/Federal Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430129
Project Number: 158BH40010
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 86
Fiscal Year Funding: FY 84; 14912; 1Oct84; 30Sep85
Descriptors: Agency Cooperation; Cooperative Planning; Delivery Systems; Disabilities; Education Work Relationship; Program Evaluation; State Agencies
Additional Descriptors: Attitudes; Community Services; Influences; Parent Participation; Professional Associations; Public Agencies
Identifiers: Federal; Proposal

A center will be established to assess continually the status of transition services among state agencies in providing meaningful transition services for all handicapped individuals. Through information collection and analysis, information dissemination, and technical assistance in state level planning and model program visitations, the program support center will address the need to expand state cooperative program models and local level transition service programs to include services for severely handicapped individuals. The professional associations of state agency service providers will be used to influence positive attitudes toward change. The impact of project activities on service systems will be monitored and evaluated.

CC050050 Fein

Interagency Guidelines for Transition.
Project Director: Arnold, Mitylene
Organization: University of Georgia, College of Education, Developmental Disabilities Service Bureau, 850 College Station Road, Athens, GA 30610
Telephone: (404) 542-8970
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430137
Project Number: 158BH40077
Funding Period: Start Date 01 Dec 84; End Date 30 May 86
Fiscal Year Funding: FY 84; 85509; 1Dec84; 30Nov85
Descriptors: Agency Cooperation; Community Services; Cooperative Planning; Disabilities; Education Work Relationship; Employment Opportunities; Guidelines; Public Agencies; School Community Relationship
Additional Descriptors: Parent Participation; Program Development; Resource Materials; School Districts; State Departments of Education; Statewide Planning
Identifiers: Federal; Proposal

A cooperative model wil be developed, disseminated, and implemented for activities among state and local education and adult service agencies that will facilitate effective transitional planning to meet the service and employment needs of handicapped youth as they leave the public schools. Project staff will identify gaps in adult services, establish statewide and regional level transitional planning processes, and coordinate transitional planning among school and agency personnel, consumers, parents, and advocates. To accomplish this, staff will conduct regional surveys, develop regional resource guides, and initiate a transitional planning process for review. A state task force then will review the information, and specific transitional guidelines will be developed, compiled, and disseminated for revision and implementation. In addition to the state guidelines, journal articles, brochures, and conference presentations will be produced.

CC050051 Fein

Secondary Education and Transitional Services for Handicapped Youth: A Cooperative Model for Planning and Developing Transitional Services for North Dakota.
Project Director: Gronberg, Gary
Organization: North Dakota Department of Public Instruction, Instructional Services, Capitol Building, Bismarck, ND 58505
Telephone: (701) 224-1430
Organization Type: State Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430136
Project Number: 158BH40064
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 86
Note: FY 84; 131902; 01Oct84; 30Sep85.
Descriptors: Agency Cooperation; Delivery Systems; Disabilities; Education Work Relationship; Models; Services; Statewide Planning
Additional Descriptors: Guides; Inservice Education; Program Development; Special Education; State Programs; Workshops
Identifiers: Federal; Proposal; *Independent Study

The four state agencies (Department of Public Instruction, State Boards for Vocational Education, Developmental Disabilities Services, and Division of Vocational Rehabilitation) with primary responsibility for delivering services to handicapped persons will collaborate through an interagency steering committee to design, develop, and disseminate the model and information for developing local or regional plans to facilitate orderly transition of handicapped students from school to independent adult life. Phase I activities include identifying the target population, describing transition-related programs and services, and reviewing best practices in existing service delivery. The focus in phase 2 will be on dissemination and feedback through eight regional workshops for special education, vocational education, vocational rehabilitation, and developmental disabilities personnel. A guide or directory to state programs and services to facilitate effective use of the delivery system will be produced.

CC050052 Fein

Project Impact: Innovative Model Project for Achieving Community Transition (Community Transition Project for Secondary School Handicapped Students).
Project Director: Turner, Ruth
Organization: Dallas Independent School District, Special Education Department, 3700 Ross Avenue, Dallas, TX 75204
Telephone: (214) 426-3234
Organization Type: Local Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430131
Project Number: 158BH40045
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 86
Fiscal Year Funding: FY 84; 15000; 1Oct84; 30Sep85
Descriptors: Agency Cooperation; Community Involvement; Community Services; Education Work Relationship; High School Students; Mild Disabilities; Models; Severe Disabilities
Additional Descriptors: Audiotape Recordings; Inservice Education; Job Placement; Learning Modules; Parent Participation; Slides; Vocational Followup
Identifiers: Federal; Proposal

A community transition model will be developed for severely and moderately handicapped secondary students ready to leave public school and enter community training or employment. The model will feature an interagency staffing team approach and parent involvement. Training will be provided to district personnel, community agency personnel, parents, and community groups regarding the importance and function of the transition model. Trial job placement will be made and follow-up performed. Planning documents, surveys, training modules, slide-tape media, and policy proposals will be produced.

CC050053 Fein

Reaching Employment through Applied Individual Learning (RETAIL PLAN) for Handicapped Students on Military Installations.
Project Director: Kalenius, William G., Jr
Organization: Clover Park School District #400, Research, Development, and Management, 10020 Gravelly Lake Drive, SW,

Tacoma, WA 98499
Telephone: (206) 756-8226
Organization Type: Local Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430135
Project Number: 158BH40058
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 86
Fiscal Year Funding: FY 84; 15000; 1Oct84; 30Sep85
Descriptors: Academic Education; Agency Cooperation; Dependents; Disabilities; High School Students; Job Placement; Job Training; Military Personnel; Models; Program Development; Program Implementation; Special Education
Additional Descriptors: Job Skills; On the Job Training; Rehabilitation; Services; Vocational Followup
Identifiers: Federal; Proposal

A model comprehensive education, job training, and placement program will be designed and implemented for handicapped high school students who are dependents of military personnel. The school district and area military service support systems individually and collaboratively will provide special education services, vocational education services, rehabilitation services, and unsubsidized employment. Twenty to thirty students each year will receive (1) initial and continuing skills assessment and an individual life plan; (2) three phases of employment skills training (acquisition/remediation, simulation, and generalization); and (3) on-the-job-training, placement, and follow-up. Articles will be written, presentations made, and responses written to information requests.

CC050054 Fein
Secondary Education and Transitional Services for Handicapped Youth Planning Project.
Project Director: Sablan, Henry I.
Organization: Commonwealth of the Northern Mariana Islands, Lower Base, Saipan, CNMI 96950
Telephone: (9) 812-9311
Organization Type: State Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430138
Project Number: 158BH40082
Funding Period: Start Date 01 Dec 84; End Date 30 Nov 85
Fiscal Year Funding: FY 84; 131872; 1Dec84; 30Nov86
Descriptors: Agency Cooperation; Career Planning; Disabilities; Education Work Relationship; Parent Participation; Program Development; Public Agencies
Additional Descriptors: Postsecondary Education; Secondary Education; Services; Videotape Recordings
Identifiers: Federal; Proposal

Structured secondary and postsecondary training and transition service programs will be planned for handicapped students ages 12 and beyond. Through a series of information and data-gathering steps, meetings, and cooperative efforts among agencies and the public sector (including parents), the target population will be identified, existing and needed resources will be identified, and programs will be developed in career planning and transitional services. Written information packages and a videotape will be produced.

CC050055 Appell
Transition Techniques and Strategies; Teamwork Training Education and Abilities: Model for Work.
Project Director: Weisgerber, Robert
Organization: American Institutes for Research, Behavioral Science and Technology Group, PO Box 1113, Palo Alto, CA 94302
Telephone: (415) 493-3550
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430126
Project Number: 158CH40049
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY 84; 193418; 1Oct84; 30Sep85
Note: This product is expected to receive $104,870 in supplemental funds.
Descriptors: Community Services; Curriculum; Disabilities; Education Work Relationship; Interpersonal Competence; Models; Program Implementation; Training Methods
Additional Descriptors: Employers; Guides; Public Agencies; School Business Relationship; Skill Development
Identifiers: Federal; Proposal

To meet the employability needs of handicapped high school students, a training package focusing on social skills—the social solutions curriculum—will be adapted and implemented. Data on critical incidents characterizing the environment in which effective services are delivered will be collected at 6 work ability (interagency job training) sites, 12 employer sites, and 12 other transition support services agencies. Guidebooks based on findings will be developed and field-tested for transitional agencies, transition services agencies, employers, and educators. In addition to the guidebooks for social skills training, a replication manual and articles for publication will be produced. Also, conference presentations will be prepared.

CC050056 Appell
Transition Strategies and Techniques: Picture Cues—A Means to Establish Self-control.
Project Director: Martin, James E.
Organization: University of Colorado, School of Education, PO Box 7150, Colorado Springs, CO 80933
Telephone: (303) 593-3114
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430124
Project Number: 158CH40024
Funding Period: Start Date 01 Jan 85; End Date 31 Dec 87
Fiscal Year Funding: FY 84; 190628; 1Jan85; 31Dec85
Note: This product is expected to receive $87,978 in supplemental funds.
Descriptors: Educational Research; Education Work Relationship; Mild Mental Retardation; Moderate Mental Retardation; Pictorial Stimuli; Severe Mental Retardation; Training Methods
Additional Descriptors: Independent Study; Inservice Teachers; Intervention; Job Performance; Learning Modules; Skill Development; Teaching Methods; Young Adults
Identifiers: Federal; Proposal

The use of visual cues to increase the independence of mildly, moderately, severely, and profoundly mentally retarded persons will be investigated. Specifically, project staff will determine the characteristics of visual cues (type, format, or mode of presentation; complexity; duration, and rate of exposure) that promote subjects with varying levels of cognitive ability to use visual cues to learn and perform vocational tasks independently. Forty subjects, ages 14-22, (10 each classified as mildly, moderately, severely, and profoundly handicapped) will participate in twenty studies designed to (1) identify the relationships between level of mental ability, visual cue characteristics, and response requirements that lead to immediate improvements in the acquisition of new skills; (2) identify and develop instructional interventions that increase subjects' abilities to use visual cues in the independent acquisition, maintenance, and generalization of vocational tasks; and (3) develop instructional packages to train teachers in the use of visual cue strategies to improve independent learning and job performance of persons who have a full range of mentally handicapping conditions. Journal articles and national conference presentations will be prepared.

CC050057 Appell
Impact of Generalization Training and Community-based Instruction on Competitive Job Placement for Students with Severe Handicaps.
Project Director: Wacker, David P.

Organization: University of Iowa, Division of Developmental Disabilities, University Hospital School, Iowa City, IA 52242
Telephone: (319) 353-7322
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430122
Project Number: 158CH40003
Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87
Fiscal Year Funding: FY 84; 1[illegible]89; 1Oct84; 30Sep85
Note: This product is expected to receive $100,000 in supplemental funds.
Descriptors: Community Programs; Moderate Mental Retardation; Program Evaluation; Severe Disabilities; Severe Mental Retardation
Additional Descriptors: Adjustment; Community Involvement; Entry Workers; High School Students; Job Performance; Job Placement; Job Training; Parent Participation; Secondary Education; Tenure; Vocational Followup
Identifiers: Federal; Proposal; *Impact Evaluation

The combined effects of generalization and community-based training on the vocational skills and job placement of severely disabled students will be evaluated. Generalization training will be evaluated with respect to increased adaptability; community-based training will be evaluated with respect to acquisition of greater independence. Initially, 30 severely or moderately mentally retarded secondary students will receive training. Selection of each student's tasks will be based on results of surveys completed by parents and community work supervisors regarding skills reported as necessary for entry into work and community settings. Other activities include community-based training, placing students into community jobs, and documenting the effects of training on vocational performance (as measured by independent acquisition of incidental skills and reduced need for skill training) and on protracted job tenure. During the third year, the project will be replicated with 20 students from two additional school programs, one of which will be located in a rural area. A newsletter, monograph, and articles will be written, and state and national conference presentations will be prepared.

CC050058 Appell

Transition Strategies and Techniques: Research into Self-advocacy as a Technique for Transition into Employment and Postsecondary Education.
Project Director: Hazel, Stephen
Organization: University of Kansas, Bureau of Child Research, 223 Haworth, Lawrence, KS 66045
Telephone: (913) 864-4780
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430125
Project Number: 158CH40033
Funding Period: Start Date 01 Jan 85; End Date 31 Dec 87
Fiscal Year Funding: FY 84; 202562; 1Jan85; 31Dec86
Note: This product is expected to receive $101,281 in supplemental funds.
Descriptors: Advocacy; Daily Living Skills; Educational Research; Education Work Relationship; Emotional Disturbances; Learning Disabilities; Mild Mental Retardation; Training Methods
Additional Descriptors: Curriculum Development; Decision Making Skills; Evaluation Methods; Guides; Interpersonal Competence; Knowledge Level; Postsecondary Education
Identifiers: Federal; Proposal; *Self Advocacy Training

The effects of self-advocacy training upon the independent living skills needed by mildly retarded and learning disabled students during transitions from school to work and postsecondary education will be investigated. A self-advocacy curriculum for secondary emotionally mentally retarded and learning disabled students will be developed, pilot tested, and implemented in field sites. Effects will be measured via project-developed instruments in three areas: knowledge base in self-advocacy, social skills, and decision-making skills. Evaluation will include surveys concerning participants' transition and use of newly learned skills, role playing measures in social situations, and social validity assessments. In addition to the curriculum materials, guides, and assessment instruments produced, articles and conference presentations will be prepared.

CC050059 Appell

Teaching Social Skills Relevant to Maintenance of Employment for Mildly and Moderately Retarded Youth.
Project Director: Wildman, Beth
Organization: Kent State University Foundation, Inc., Research and Sponsored Programs, 233 Lowry Hall, Kent, OH 44242
Telephone: (216) 672-2119
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430123
Project Number: 158CH40022
Funding Period: Start Date 01 Jan 85; End Date 31 Dec 87
Fiscal Year Funding: FY 84; 101706; 1Jan85; 31Dec85
Note: This product is expected to receive $27,181 in supplemental funds.
Descriptors: Curriculum Development; High School Students; Interpersonal Competence; Job Skills; Mild Mental Retardation; Moderate Mental Retardation; Skill Development; Teaching Methods; Tenure; Young Adults
Additional Descriptors: Learning Modules; Role Models; Secondary Education
Identifiers: Federal; Proposal

A curriculum package and methodology for teaching on-the-job social skills to mildly and moderately retarded youth will be developed, evaluated, and refined. Twenty such high school students (ages 16 to 22) will learn appropriate responses to supervisor-initiated interactions and coworker-initiated interactions and to appropriate client-initiated interactions with a supervisor and with a coworker through (1) instruction about the definition and relevance of the target behaviors, (2) modeling of appropriate use of the behavior, (3) practice of the behavior, and (4) receipt of feedback. Each skill area will require approximately three months of instruction and three months of follow-up for assessment of skill maintenance. Training effectiveness will be evaluated by group multiple baseline designs. Generalization and duration of training effects will be assessed, and the relevance and social validity of the skills taught will be evaluated. Four training modules will be produced, and journal articles and conference presentations will be prepared.

CC050060 Appell

Transition Strategies and Techniques—Simulation Training as an Instructional Strategy.
Project Director: Browning, Philip
Organization: University of Oregon, Division of Special Education and Rehabilitation, Eugene, OR 97403
Telephone: (503) 686-3585
Organization Type: College/University
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: G008430127
Project Number: 158CH40061
Funding Period: Start Date 01 Jan 85; End Date 31 Dec 87
Fiscal Year Funding: FY 84; 186816; 1Jan85; 31Dec85
Note: This product is expected to receive $98,078 in supplemental funds.
Descriptors: Citizenship Education; Education Work Relationship; Interaction; Man Machine Systems; Mild Disabilities; Learning Activities; Simulation; Special Education; Training Methods
Additional Descriptors: Community Role; Computer Oriented Programs; Curriculum; Curriculum Development; Guides; Microcomputers; Resource Teachers; Secondary Education; Special Education Teachers; Teaching Guides; Video Equipment
Identifiers: Federal; Proposal; Independent Living

Simulation training for preparing mildly and moderately handicapped high school students for transition from school to work and community settings will be investigated. Work and other independent living community-referenced activities appropriate for simulation training will be identified, and a curriculum incorporating the technologies of direct instruction, video, and microcomputers will be developed. Curriculum effectiveness will be examined with 10 classes of mildly and moderately handicapped secondary students. Products will include a simulation training handbook, designed for secondary special education and resource teachers, and an interactive video community-referenced curriculum and accompanying teacher's manual.

CC050061 Appell

A Longitudinal Study of the Factors Which Affect the Employment and Independent Living Status of Handicapped Youth in Vermont.

Project Director: Hasazi, Susan Brody

Organization: University of Vermont, Special Education/Social Work/Social Services, 499B Waterman Building, Burlington, VT 05405-0160

Telephone: (802) 656-2936

Organization Type: College/University

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: G008430121

Project Number: 158CH40002

Funding Period: Start Date 01 Oct 84; End Date 30 Sep 87

Fiscal Year Funding: FY 84; 107,990, 1Oct84; 30Sep85

Note: This product is expected to receive $125,846 in supplemental funds.

Descriptors: Education Work Relationships; Employment Level; Longitudinal Studies; Services

Additional Descriptors: Attitudes; Beliefs; Disabilities; Experience; Guides; High School Students; Special Education

Identifiers: Federal; Proposal; *Impact Evaluation; *Independent Living

The follow-up study focusing on employment status, independent living status, level of financial independence, and use of specific and generic transitional services, will be conducted to contribute to the knowledge base concerning the transitional experiences of handicapped students after high school. A structured interview questionnaire will be developed and used to collect quantitative data from 462 former special education students during 1982 and 1983. Through in-depth interviews with nine former students, their parents, teachers, and adult service providers, the qualitative component of the research will focus on individuals' experiences, attitudes, and beliefs as they impact on employment and residential status. A manual of recommended policies and procedures for providing transitional services to local education and adult service agencies will be produced. Additionally, journal articles, monographs, and papers will be written, and presentations will be prepared for local, state, and national conferences.

U.S. Department of Labor

CC064008 Grisby

National Longitudinal Surveys of Labor Market Experience.

Project Director: Borus, Michael

Organization: Ohio State University, Center for Human Resources Research, 5701 North High Street, Worthington, OH 43085

Telephone: (614) 888-8238

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Department of Labor, Washington, DC

Grant Number: 82-39-72-21

Funding Period: Start Date 01 Jan 66; End Date 30 Sep 85

Note: An estimated thirty million dollars has been expended since the project's inception.

Descriptors: Economic Factors; Entry Workers; Middle Aged Adults; Reentry Workers; Social Influences; Socioeconomic Influences; Youth Employment

Additional Descriptors: Adolescents; Adults; Young Adults

Identifiers: Federal; Proposal

Selected subsets of the population at critical transition stages in their working lives will be surveyed. The original samples, with overrepresentation for blacks, will include 5,000 persons in each of four categories: men, 14-24, entering the labor market; women, 14-24, entering the labor market; women, 30-44, reentering the labor market; and preretirement men, 45-59. Study of a new cohort will begin in 1979. Black, Hispanic, and poor white youths will be overrepresented in this sample of 13,000 male and female entry workers, 14-21. The survey will be conducted to assess various types of public programs designed to improve the employment experience of youths; explore in greater depth the economic, social, and psychological factors responsible for variations in youths' labor force behavior; and analyze the impact of a changing socioeconomic environment on the educational and labor market experiences of youths by comparing data from the new youth cohort with those yielded by the earlier samples. Follow-up interviews will continue through 1983.

CC064012 Showler

Study of Youth Employment Programs.

Project Director: Betsey, Charles L.

Organization: National Academy of Sciences, 2101 Constitution Avenue, NW, Washington, DC 20418

Telephone: (202) 334-3468

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District AL

Sponsoring Agency: Department of Labor, Washington, DC

Contract Number: 99-3-3239-75-120-1

Funding Period: Start Date 30 Sep 83; End Date 31 Mar 85

Fiscal Year Funding: FY83; $684,390; 30 Sep 83 to 31 Mar 85

Note: Monies allocated in FY 1983 will fund the project through March 31, 1985.

Descriptors: Data Analysis; Information Processing; Research; Youth Employment

Additional Descriptors: Program Effectiveness; Program Implementation; Research Reports

Identifiers: Federal; Proposal; Youth Employment and Demonstration Projects Act

A committee of experts will direct and participate in a systematic and critical analysis of accumulated information, views, and research evidence on the implementation and effectiveness of youth employment programs, particularly the extensive activities and research under the Youth Employment and Demonstration Projects Act. The committee will provide an authoritiative synthesis of the current state of knowledge about such programs and an analysis of the implications of its assessment for policy officials and practitioners.

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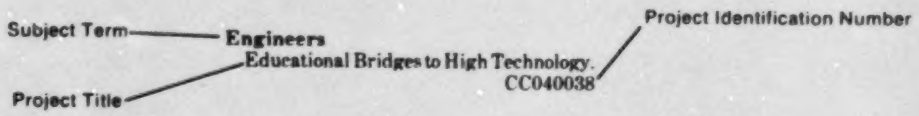
This index lists project titles under the major subject terms assigned to characterize project content. The terms are taken from the *Thesaurus of ERIC Descriptors* and are listed in alphabetical order. (Note: Because projects in this publication are in the broad area of vocational education, "vocational education" is not used as a major descriptor except occasionally to clarify project content.) As shown in the example, the project identification number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.



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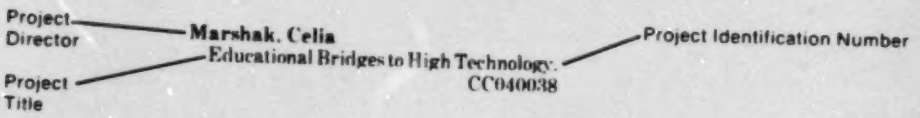

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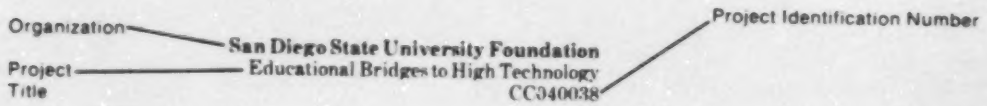

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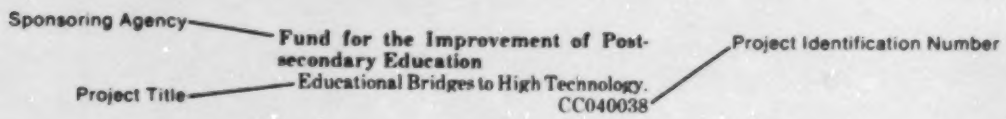

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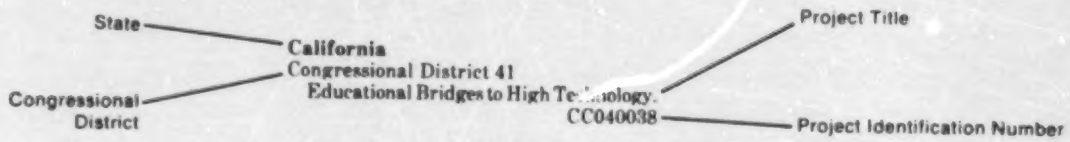

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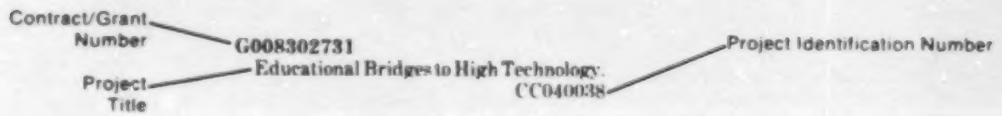

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